

**IMPROVING READING COMPREHENSION SKILLS
OF THE ELEVENTH GRADE STUDENTS
OF SMK PIRI 2 YOGYAKARTA
IN THE ACADEMIC YEAR OF 2012/2013
THROUGH INTENSIVE READING**

A Thesis

**Presented as a Partial Fulfillment of the Requirements for
the Attainment of a *Sarjana Pendidikan* Degree in English
Education Department**



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2013**

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**IMPROVING READING COMPREHENSION SKILLS OF
GRADE XI STUDENTS AT SMK PIRI 2 YOGYAKARTA
IN THE ACADEMIC YEAR OF 2012/2013
THROUGH INTENSIVE READING**

A THESIS



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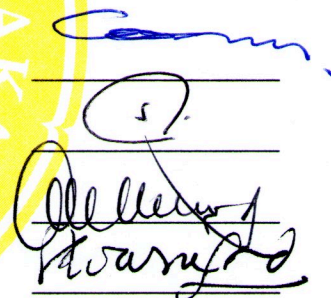
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IMPROVING READING COMPREHENSION SKILLS
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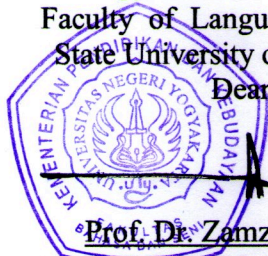
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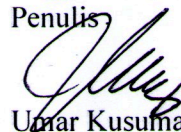
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Penulis



Umar Kusuma Hadi

Bismillahirrahmanirrahim.

For my beloved Ummy and Papah: Fatihah and Tedi

Recite in the name of your Lord who created –
Created man from a clinging substance.
Recite, and your Lord is the most Generous –
Who taught by the pen –
Taught man that which he knew not.
(Al-`Alaq (The Clot):1-5)

For indeed, with hardship [will be] ease.
Indeed, with hardship [will be] ease.
So when you have finished [your duties], then stand up [for
worship].
And to your Lord direct [your] longing.
(Surat Ash-Sharh (The Relief):5-8)

It is You we worship and You we ask for help.
Guide us to the straight path –
The path of those upon whom You have bestowed favor, not
of those who have evoked [Your] anger or of those who are
astray.
(Surat Al-Fātiḥah (The Opener):5-7)

Great teachers inspire, motivate, and change the world.
**(Pearson Longman English Language Teaching
Catalogue)**

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I hope this thesis can be a good reference for readers. I realize that there is a lot of weaknesses in this research report, so any criticism, ideas, and suggestions are highly appreciated.

Yogyakarta, July 17th, 2013

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ABSTRACT

This research aimed at improving the reading comprehension skills of the eleventh grade students at SMK PIRI 2 Yogyakarta who concentrated on fashion in the academic year 2012/2013 through intensive reading.

This action research was collaboratively conducted at class XI of SMK PIRI 2 Yogyakarta. The actions were performed in two cycles, namely: implementing intensive reading activities, training the students to use reading techniques and strategies, using power point presentations, audio recordings and multimedia, teaching grammatical points, drilling the students' pronunciation, and motivating the students. The data were collected through observations, interviews, questionnaires, videos, and photographs. The data were analyzed through interactive models by Miles and Huberman, i.e. data reduction, data display, and conclusion drawing.

The research outcomes show that the students' reading comprehension skills improved through the intensive reading activities. There were also improvements in their involvement and motivation. In terms of reading the texts, they used some reading techniques and strategies, such as scanning, skimming, guessing, key words, and dictionaries. They actively followed the reading activities and other classroom activities.

CHAPTER I INTRODUCTION

This introductory chapter presents background to the study, identification of the problems, limitation of the problems, formulation of the problems, objectives of the study, and significance of the study.

A. Background to the Study

According to the standard of competences and basic competences of teaching English in vocational school or *Sekolah Menengah Kejuruan* (SMK), there are two major purposes of teaching English. The first purpose, the students are expected to master the basic skills and knowledge of English in order to encourage their process to achieve their own expertise development. The second purpose is that the students are expected to implement their mastery of English into spoken and written communication at intermediate level.

With reference to *Peraturan Menteri Pendidikan* or the regulations issued by the Ministry of Education No.23/2006 about graduation standards or *standar kelulusan*, the students of SMK should generally have good competences in listening, speaking, reading, and writing that enable them to use English in interpersonal and transactional communication.

Skills at reading English texts for the students of SMK are essential. As stated in the graduation standards of reading for elementary level (grade XI), the students are expected to understand the meaning of interpersonal and transactional discourse reading, formally or informally, in the forms of demands and work-related commands.

However, based on the outcomes of the preliminary observation at eleventh grade of SMK PIRI 2 on November 29th, 2012, we found some problems related to the teacher, the students, and the media. The first problems were related to the teacher. She dominated the class, so the students were not as active as expected. In conducting reading activities, she mostly translated every single word of the text into Bahasa Indonesia. Her role as the teacher was like a translator. In addition, she also spoke Bahasa Indonesia during the class activities and frequently taught the students grammar. The second problems were related to the students. From reading activities, I found that they did not have good reading comprehension skills, such as recognizing grammatical word classes, getting the meanings of the words, and using reading techniques and strategies. To get the meanings of the unfamiliar words, they tended to rely on their teacher translation. None of them brought dictionaries. The students also had problems with grammar. They were still confused with some concepts, such as sentence orders, parts of speech, and tenses. Furthermore, the students also had problem with their pronunciation. When the teacher asked some of them to read the text loudly, they mispronounced the words many times. The last problem was related to the media. From the observation, I only found textbooks used by the teacher and the students. The teacher told me that in teaching the eleventh grade students, she rarely used other media instead of textbooks, since she thought that the textbooks already met the students' needs.

The problems motivated me to carry out action research. It was necessary to improve the quality of the teaching-learning process of the English class. After

discussing the existing problems, the teacher, my colleague, and I agreed to collaboratively conduct action research at eleventh grade of SMK PIRI 2 in second semester of academic year 2012/2013. Considering the problems, we decided to focus on improving the students' reading comprehension skills.

B. Identification of the Problems

I carried out a preliminary observation at class XI at November 29th, 2012. I recorded the teaching-learning process at the classroom and then transcribed the video recording into a vignette. From the vignette, we could see the situation at the classroom and identify the problems occurred at that time. Here I present the vignette of the preliminary observation.

Vignette 1

Day/date : Friday, November 29th, 2012

Time : 09.00 – 10.30 a.m.

Place : XI Class of SMK PIRI 2 Yogyakarta

The teacher started the class by greeting the students with salaam.

"Assalamu'alaikum wr.wb."

"Wa'alikumsalam wr.wb." the students replied together.

The teacher continued saying "Good morning everybody?" and right replied by the students "good morning". "How are you today?" the teacher. "Fine. Thank you. And you?" the students. "I am fine too. Thank you," the teacher.

The teacher began leading the material. "We have learned about future plan last week. And we now still discuss it by reading the text. We will talk about future life, the better life as we want. It relates to the profession or job. Now, please open your module page 63. There is a text about Andhito's plans."

The students opened their own books.

"Starting from Ika. Please read paragraph one, *ya*." The teacher sat on her chair while Ika was still busy trying to find the page. Since Ika spent long time finding it, the teacher helped her. The teacher got the different book with the students.

"Oh, halamannya saja yang beda. Teksnya sama. Baik, dengarkan teman kalian membaca. Oke?"

Ika began to read the first paragraph. She made some mistakes in pronouncing the words in it. The teacher directly corrected her. After Ika

read the paragraph one completely, the teacher asked all students to translate it.

“What is the meaning of career?” the teacher. No one answered her question.

“Career ya karir, sama seperti bahasa Indonesia. And then application letter? Apa artinya?”

Some students loudly said, “*surat aplikasi!*”

“Maksudnya surat aplikasi?”

“SMS, Bu.” A student sitting at back answered and everybody laughed.

“Lho, kok SMS? Ini sering lho dipakai, terutama kalau melamar pekerjaan. Jadi apa artinya?”

The students kept quiet.

“Surat lamaran pekerjaan. Oke, selanjutnya, Wahyu silakan baca,” teacher said.

Wahyu read the text carefully and the teacher translated the text by her own.

“Berikutnya.” The teacher asked the student sitting in front of Wahyu to read the next paragraph loudly. She tried to read it but she mispronounced word “can”. She pronounced it like pronouncing “can’t” and the teacher directly corrected.

Then the teacher translated the text and gave some explanation about the text. Sometimes she told pieces of stories that might motivated the students.

While explaining, she also made a review about future tense, its patterns and function. “Oke. Go on, kembali ke reading text. Third paragraph, ya. Tika. Yang lainnya dengarkan.” Tika started reading. Her reading stopped because she mispronounced “young” with strange pronunciation. It sounded like /jaŋ/ at the first time and /jen/ after she repeated it. Everybody laughed at her and the teacher corrected her pronunciation. Tika continued her reading.

“Wahyu, coba. Apa artinya kalimat ‘I am young and I am healthy’?” The teacher asked Wahyu. He translated it, “Umm, ‘saya muda dan saya sehat.’”

“Lalu, kalimat selanjutnya? I’ll learn all things about salesman?” the teacher.

Wahyu was silent. The teacher encouraged the other students to help him.

“Apa artinya ‘learn’?” she asked. One student said, “mendengarkan, Bu.”

The teacher smiled and told her that ‘mendengar’ is ‘listen’ and ‘learn’ is ‘mempelajari’. Then she instructed them to write unfamiliar words down on their own notes. She also reviewed the material on grammar: subjects and to be/auxiliary verbs.

After finishing reading, the teacher asked the students to answer the questions of the text in multiple-choices. Unfortunately, none of the questions could be answered correctly by the students. Finally, the bell rang out. The teacher ended the class.

“That’s all for today. Latihannya dikerjakan di rumah, ya. Sambil belajar. See you. Wassalamu’alaikum wr.wb.” Her salaam was replied by the students.

We collaboratively identified the problems in the classroom from the vignette above through discussion. The first problems were concerned with the teacher. The teacher as a center of the class was obviously seen from the vignette above. She dominated the class. No one of the students were asking or giving their opinion. She translated every word in the text by herself since there were no dictionaries at that time. In the classroom conversation, she spoke much in Bahasa Indonesia. It was actually such a dilemmatic problem for her. On the one hand, when she spoke in English a lot, it might make the students difficult to understand her explanation. On the other hand, when she spoke in Bahasa Indonesia, the students could understand her explanation. However, it even did not motivate the students to be more confident and productive in practicing their English. In addition, she spent much time to teach grammatical points.

The second problems were related to the students. The students had problems with vocabulary. They did not have adequate vocabulary. From the vignette, there was only one student could give a fair answer of translation question. Most of them just guessed the meaning and or asked their teacher to translate. They even did not bring dictionaries. So that, they tended to rely on their teacher for translating the unfamiliar words. Instead of vocabulary, their problem was lack of grammar understanding. Most of them forgot some grammatical points that were already learnt. In addition, they also had problem with pronunciation. They mispronounced the words while loudly reading the sentences of the text. Those problems influenced their comprehension. As I noted from the last reading

activities, the students could not give any sufficient answers to the comprehension questions of the text.

The third problem was the media. At that time, the teacher and the students only used textbooks during the teaching-learning process. I did not find other media used by the teacher.

From the puzzling situation above, it is necessary to find the ways to overcome the problems related to the teacher, the students, and the media and to improve the quality of teaching-learning process.

C. Limitation of the Problems

From the identification of the problems above, there are many problems found. However, in order to make the study feasible to carry out, we need to condense plenty of the riddles found in the classroom into more specific problems. We decided to focus on the students' reading comprehension skills.

In accordance with the problems, we believed that intensive reading as a relevant solution to answer the problems. Intensive reading includes the activities, techniques, and strategies that were appropriate for the level of the students.

D. Formulation of the Problems

The problem of the study is formulated as follows: How can intensive reading improve reading comprehension skills of the students at the eleventh grade of SMK PIRI 2 Yogyakarta in academic year 2012/2013?

E. The Objective of the Study

This action research aimed at improving the reading comprehension skills of the students at eleventh grade of SMK PIRI 2 Yogyakarta in academic year 2012/2013 through intensive reading.

F. Significance of the Study

The study of using intensive reading to improve the students' reading comprehension skills is expected to give some theoretical and practical significances for the following parties.

1. Theoretical Significance

Theoretically, this study provides beneficial and referential contributions of the way to improve the students' reading comprehension skills through intensive reading.

2. Practical Significance

This study has practical significance for:

- a. my personal development in conducting my role as teacher researcher,
- b. the English teacher and my colleague development as my collaborators,
- c. the improvements of the students of the eleventh grade of SMK PIRI 2 Yogyakarta as the research subjects, and
- d. SMK PIRI 2 Yogyakarta where this research project took place.

CHAPTER II

LITERATURE REVIEW

This chapter displays the review of related theories to the study, the review of the previous related studies, the conceptual framework, and the hypothesis.

A. Review of Related Theories

1. The Nature of Reading

a. Definition of Reading

There have been discussions about reading definitions among the experts. Johnson (2008:3) defines reading as an activity of using texts to get comprehension and the meaning of the texts. To comprehend the texts, readers extract the information from the printed texts and make use their skills as well (Grellet, 1981, in Hedgecock 2009:15); (Urquhart & Weir, 1998 in Grabe, 2009:13).

From the nature of its activity, reading is considered as an interactive activity. It describes a dynamic relationship between texts and the readers (Hedge, 2007:188). The readers strive to make sense of it. The term ‘interactive’ also refers to the interplay among various kinds of knowledge that a reader employs in comprehending text. Furthermore, Birch (2002:4) considers reading as an interactive activity in three ways:

- 1) The different processing strategies, both top and bottom, along with the knowledge base, interact with each other to accomplish the reading.
- 2) The readers’ mind interacts with the written text so that the reader can understand the message

- 3) The reader interacts indirectly with the writer of the text across time and space because it is the writer who is communicating the information to the readers, but it the reader who must grasp the information from the writer.

The printed texts are not restricted as the texts that can be found in books, newspapers, magazines, or websites. There are many kinds of printed texts or written texts. Brown (2001) argues that the variety or genres of written texts are much larger than spoken texts. In his explanation, Brown mentions twenty five genres of written texts. The following texts are included in the genres of written texts stated by Brown (2001): non-fiction (e.g., reports, editorials, articles, and dictionaries), fiction (e.g., novels, short stories), letters, greeting cards, diaries, journals, memos, messages, announcements, newspaper 'journalese', academic writings, forms, applications, questionnaires, directions, labels, signs, recipes, bills, maps, manuals, menus, schedules, advertisements, invitations, directories, and comic stripes or cartoons.

In fact, to construct meanings and infer the writers' messages, readers bring information, knowledge, emotion, experience, and culture to the printed words in order. Brown (2001) states that a text does not by itself carry meaning. It is known as schema theory. Moreover, Anderson (in Nunan, 2003) calls what the readers bring to construct meanings from printed texts as background or prior knowledge. Interweaving readers' background or prior knowledge can make a better concept of readers' thought in understanding the texts (Antony, Pearson, and Raphael in Farrel, 2009:20).

From the definitions above, reading can be described as the process of extracting information interactively from printed texts or written language in order

to reach comprehension. In comprehending the texts, readers should interweave their background knowledge to create a better concept of their thought.

One of the keys to reach comprehension is by knowing the aims or the purposes of reading. The experts propose some motives of doing reading. Grabe and Stoller (2011) classify, at least, four purposes of reading in general: 1) reading to search for simple information and reading to skim, 2) reading to learn from texts, 3) reading to integrate information, write and critique texts, and 4) reading for general comprehension. Reading to search for simple information is a common reading ability, though some researchers see it as relatively independent cognitive process (Guthrie & Kirsch, 1987 in Grabe and Stoller, 2011:7). In reading to search, readers typically scan the text for specific information and skim the text for general understanding (Grabe and Stoller, 2011). Reading to learn typically occurs in academic and professional contexts in which readers need to learn a considerable amount of information from a text. Reading to integrate information requires additional decisions of readers about the importance of information from some sources, especially supporting one, and restructuring their own concept. In reading for general comprehension, readers need to have skills in forming a general meaning representation of main ideas.

The next section is highlighting the processes of reading and how readers make understanding of the texts.

b. Models of Reading Processes

While reading the texts, there are mental processes occurring inside the readers' thought. In general, there are three models of the processes: bottom-up

models, top-down models, and interactive models. Here I present some of the explanation provided by the experts.

Grabe (2011) categorizes those three models as metaphorical models. Metaphorical model provides a metaphorical interpretation of many processes involved in reading comprehension (cited in Grabe, 2009; Hudson, 2007; Urquhart and Weir, 1998). The explanation about three kinds of metaphorical models is provided as follows:

1) Bottom-up Model

In bottom-up processing, readers have to recognize linguistic signals such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers and impose them with their linguistic data-processing mechanisms (Brown, 2001:299). Recognizing linguistic signals is categorized as lower-level reading processes (Hedge, 2007). In other words, readers get the meaning of the texts starting from the smallest elements to achieve comprehension of what is being read (Anderson in Nunan, 2003). Intensive reading activities are included in this process. Figure 1 is a representation of a bottom-up approach to reading.

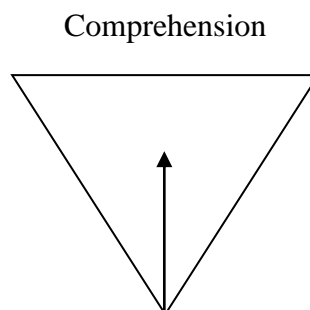


Figure 1: **Bottom-up model**

2) Top-down Model

Top-down model requires readers to make use their background knowledge to make prediction and inference in order to understand the reading texts (Goodman 1970, in Brown, 2000). The process is the opposite of bottom-up model. Readers start with the largest elements and work down towards smaller elements to build comprehension of what is being read (Anderson in Nunan, 2003:71). Extensive reading activities are involved in this process. According to Nation (2009), extensive reading is a form of learning from meaning-focused input. Day and Bamford (1998, in Nation, 2009) characterize extensive reading as “involving a large quantity of varied, self-selected, enjoyable reading at a reasonably fluent speed.” Figure 2 is a graphic representation of a top-down approach to reading

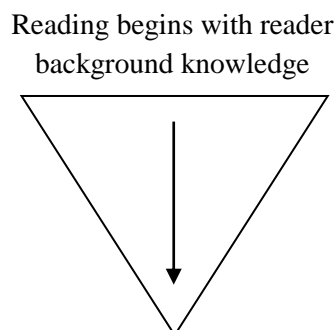


Figure 2: **Top-down model**

3) Interactive Model

This model is the integration between elements of bottom-up model and top-down model. Murtagh (1989, in Nunan, 2003) considers this combination as the best model. It effectively connects important aspects of bottom-up and top-down

processes. In comprehending the texts, readers have to consider the essential elements of linguistic signals in the texts and use their background knowledge to create a strong concept of what is being read in their minds. This model also encourages readers to be more conscious of the strategies in comprehending the texts. Intensive and extensive reading activities are involved as activities that are able to use (Grabe and Stoller, 2011:26). Figure 3 below is a graphic representation of an interactive approach to reading.

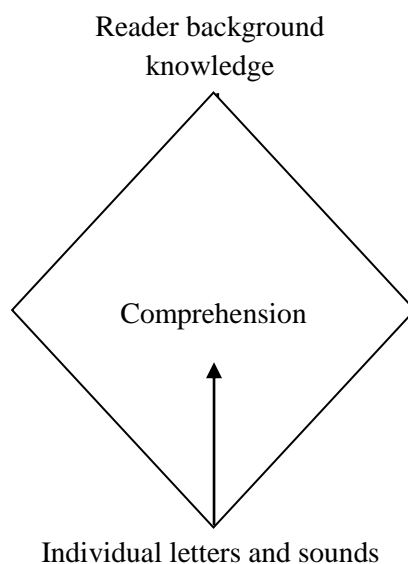


Figure 3: **Interactive model**

Moreover, the discussion about reading cannot be separated from micro- and macro-skills of reading. To get maximum impact of reading, readers are expected to have micro- and macro-skills of reading.

c. **Micro- and Macro-Skills of Reading**

According to Grabe and Stoller (2011:8-9), the term ‘skill’ represents “linguistic processing abilities that are relatively automatic in their use and their

combination.” Furthermore, Grabe and Stoller (2011) view skills as “general learning outcomes of goal-driven tasks, acquired gradually and eventually automatized.”

As stated by Brown (2004), there are two major skills of reading: micro-skills and macro-skills. In micro-skills, readers are required to have skills in dealing with graphemes and orthographic patterns and linguistic signals. Brown (2004:187-188) provides the list of skills of reading comprehension as follows:

1. Discriminate among the distinctive graphemes and orthographic patterns of English
2. Retain chunks of language of different lengths in short-term memory
3. Process writing at an efficient rate of speed to suit the purpose
4. Recognize a core of words, and interpret word order patterns and their significance
5. Recognize grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses

In macro-skills, readers need to make use of their discourse knowledge, communicative functions of written texts, inference skill, scanning and skimming techniques. Brown (2004:187-188) presents the macro-skills of reading as follows:

1. Recognize the rhetorical forms of written discourse and their significance for interpretation
2. Recognize the communicative functions of written texts, according to form and purpose
3. Infer context that is not explicit by using background knowledge
4. Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
5. Distinguish between literal and implied meanings

6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata
7. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of text.

As stated by Grabe and Stoller (2011), those skills are acquired gradually. Thus, it is important to take into account that being a skilled readers need big efforts.

d. Reading Comprehension

Comprehension is an essential goals of reading activities. In English class context, it should be explicitly taught by the reading teachers. They should keep it as one of the principles of teaching reading, because monitoring comprehension is essential to successful reading (Anderson, in Nunan, 2003).

There are several definitions about reading comprehension. Snow (2002:11) defines reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.” As the discussion of the definition of reading itself, readers extract information of the printed texts to construct the meaning of the texts.

Harrison (2004:51) presents the definition of comprehension from *The International Reading Association's* dictionary. In accordance with the definition from the dictionary, the term ‘comprehension’ is defined as “the process of getting meaning of a communication, as a personal letter, speech, sign language; the knowledge or understanding that is the result of such a process.” In short, the term

‘comprehension’ in reading context, refers to the process of constructing meaning from any printed texts.

According to Snow (2002), comprehension consists of three major elements: the readers, the texts, and the activities. The readers are the elements that do the comprehending. They use their skills, the micros and the macros, to comprehend the texts. The texts are elements that are to be comprehended. Reading activities definitely deal with all printed texts. Readers make comprehension through it. The activities of reading are the elements in which the interaction between readers and texts occurs.

e. Reading Comprehension Techniques and Strategies

Brown (2001) and Nation (2009) presents suggested techniques and strategies that the readers should take into account.

1) Identifying the purpose in reading

As stated in the previous explanation, readers decide reading with various purposes, for examples, reading to search for simple information, reading to learn from the texts, and reading for pleasure. Knowing the purposes of reading makes the processes work well and the readers can get the goals efficiently. In reading class contexts, techers should make sure that students know their purposes of reading the texts (Brown, 2001).

2) Skimming

Readers do skimming to the texts for the gist or main ideas. The purpose of skimming is to predict the purposes of the passage, main topics, the

organization of the texts, the perspective or point of view of the writer, and some supporting ideas (Brown, 2001; Brown, 2004).

3) Scanning

Scanning is reading techniques used to find relevant information quickly. Readers scan the texts to get specific information within, such as the date, the name, the places, the setting for narrative or story, the finding of technical report, the cost of an item on a menu, and specified data needed to fill out an application (Brown, 2004).

4) Using semantic mapping or clusterring

Semantic maping helps students as readers to generate the main ideas of the texts into particular elements. They try to connect other words that have connection with the main words or ideas (Brown, 2001).

5) Guessing

Guessing activity is not only for predicting the meaning of unfamiliar words. Tecahers also let students to guess a grammatical relationship, discourse relationship, implied meaning, etc. A vital key of this activity is to make what students predict accurate (Brown, 2001).

6) Analyzing vocabulary

There are some advantagous strategies to make guessing unfamiliar vocabulary. Nation (2009) suggests that teachers and students should focus on the most useful vocabulary which has benefits to students' major. The most

useful vocabulary consists of high-frequency words, academic words, and technical words.

7) Questioning

Nation (2009:32) provides a variety of questions types that can be used: pronominal questions, yes/no questions, true/false sentences, multiple choice sentences, sentence completion, information transfer, translation, and précis.

Elsewhere, Moreillon (2007) proposes strategies to maximize readers' impact on reading comprehension by activating or building background knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, and synthesizing.

2. Teaching Reading

In this section, we focus on the theories of teaching reading, principles of teaching reading, teaching reading strategies, and learners' characteristics.

a. Teaching Reading

Teaching reading foreign language has special characteristics. In general, the aim of reading lesson is to enable students to deal with texts in foreign language at appropriate speed, silently, and with adequate understanding (Nuttal, 1982:21). It is important to take into account that the teachers are not trying to put something into the students' head, but to get them to make use of the knowledge they already have in order to acquire new messages (Nuttal, 1982:21).

According to Sadoski (2004), there are three domain-taxonomy of learning that become the goals of teaching in general: cognitive goal, affective goal, and

psychomotor goal. First domain is the cognitive domain which means the domain of intellectual skill including the recall or recognition of information, the comprehension of information, and the development of logical and rational thought skills such as analysis, synthesis, and evaluation (Sadoski, 2004:44). Second, the affective domain that is the domain of attitudes, interests, values, appreciation, and life adjustment. Third, the psychomotor domain is the domain of the mind and the body working together to produce physical performances.

In teaching reading context, Sadoski (2004) does not put psychomotor domain because it is mainly related to learning special skill in special situation. Therefore, there are two major goals in teaching reading, affective and cognitive goal.

Affective domain needs to be addressed in the teaching of reading. The goals are distinguished by the conceptual difference between attitudes and interests. First goal of teaching reading is developing positive attitudes toward reading. The term attitude applies to readers' perceptions of their competence and their disposition toward their future performance. Learners who are developing reading ability need to approach reading acts positively and gain some confidence in their competency to perform those acts. Learners' performances relating to reading actions can be categorized to two characterizations: positive attitude and negative attitude. Several positive characters involve: success, confidence, satisfaction, acceptance, and self-esteem. While negative characters entail failure, insecurity, frustration, stigmatization, and shame (Sadoski, 2004). Those positive characters of learners as readers in a good performance are suited with character education

that is widely campaigned and implemented in curriculum of Indonesian education in general.

Second goal of teaching reading in affective domain is developing personal interests and tastes in reading. A good reader choose to pursue his reading activity to gain positive things. They do it more than just reading, but what they can do with their reading, at least in part, achieve some goals of their life. Having an interest in reading means “having the motivation to read and to respond affectively, to seek, to enlarge self-understanding and sense of self-worth through reading” (Sadoski, 2004:49).

In line with the goals in affective domains, there are also two main goals of teaching reading in cognitive domains. Those two goals cover the utilitarian aspects of reading and the development of the mental skills of the readers. The two main goals are developing the use of reading as a tool to solve problems and developing the fundamental competencies of reading at higher levels of independence (Sadoski, 2004).

The last goal of teaching reading in cognitive domain is developing the fundamental competencies of reading at higher levels of independence. Reading fundamental competences are taught and learned differently according to the levels or stages of the readers. Chall (1996, cited in Sadoski, 2004:53) proposes six stages of reading: 1) stage 0, pre-reading (prekindergarten-grade 1), 2) stage 1, initial reading or decoding (grade 1-2), 3) stage 2, confirmation, fluency, ungluing from print (grade 2-3), 4) stage 3, reading for learning the new: a first step (grade

4-8), 5) stage 4, multiple viewpoints (high school), and 6) stage 5, construction and reconstruction.

b. Principles of Teaching Reading

In conducting reading activities, the teachers of should attend the principles of teaching reading. Anderson in Nunan (2003) deliberately presents the principles for teaching reading as follows:

1) Exploit the readers' background knowledge

Readers' background knowledge can influence reading comprehension (Carrell, 1983, Carrell in Connor, 1991, cited by Anderson in Nunan, 2003). Reading comprehension can be significantly improved by activating the readers' background knowledge. Background knowledge includes all of experiences that a reader brings to a text: life experiences, educational experiences, grammar knowledge, and cultural background and knowledge.

2) Building a strong vocabulary base

Basic vocabulary should be explicitly taught and readers should be taught to use context to effectively guess the meaning of less frequent vocabulary (Anderson in Nunan, 2003:74). According to Nation (2009), teachers focus on teaching the most useful vocabulary that includes high-frequency, academic vocabulary, and technical vocabulary. Teachers can firstly consider to ask themselves with these three prerequisite questions: "What vocabulary do my learners need to know? How will they learn this vocabulary? How can I best

test to see what they need to know and what they now know?” (Nation, 1990, quoted by Anderson in Nunan, 2003:74).

3) Teach for comprehension

Monitoring students’ comprehension is essential to successful reading. Teachers should teach students how to comprehend the texts instead of testing the texts. The teachers need to engage the students to the texts by connecting the students’ background knowledge with the passage.

4) Teach reading techniques and strategies

Strategies are “the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use” (Oxford, 1996, in Nunan, 2003:76). The students need to know how to use reading strategies that match their purpose for reading. Teaching them how to do this should be a prime consideration in the reading classroom (Anderson, 1991; Chamot and O’Malley, 1994, in Nunan, 2003).

5) Encourage readers to transform strategies into skills

The students should make their range of strategies in reading into skills. These two terms are different. Strategies can be defined as conscious actions that the students take to achieve desired goals or objectives, while a skill is a strategy that has become automatic (Anderson in Nunan, 2003).

6) Strive for continuous improvement as a reading teacher

Reading teachers should be passionate about their work. They need to understand the nature of the reading process. They may join such an association to improve their quality as professional reading teachers (Anderson in Nunan, 2003).

c. Types of Classroom Reading Performance

In English class, variety of texts can determine the variety of reading performance. Thus, teachers should consider kinds of texts for the students.

According to Brown (2001:312), there are two types of classroom reading performance. The first type is oral reading. Teachers can ask the students to read orally at the beginning and intermediate levels. Oral reading activities can evaluate bottom-up process skills, check the students' pronunciation, and highlight a certain short segment of a reading passage. Teachers may ask the students at advance level to read orally only to get their participation in attending a certain part of reading texts. Too much using oral reading causes several disadvantages. Brown (2001:312) states that oral reading is not a very authentic language activity. While one student is reading, other can easily lose attention. Oral reading also may have the outward appearance of student participation when in reality it is mere recitation. The second type of reading performance is silent reading. Silent reading can be categorized into intensive reading and extensive reading. Intensive reading is usually a classroom-oriented activity that focuses on the linguistic or semantic details of a passage. Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface details.

Brown (2001:313) says that extensive reading is carried out “to achieve a general understanding of a usually somewhat longer text. Different from intensive reading, extensive reading is performed a lot outside of the class time, for examples, reading novels, articles, essays, etc. It does not attend much the surface forms of the texts.

d. Learners’ Characteristics

Instead of understanding the theories of teaching reading, it is necessary understand learners’ characteristics. The age of the learners is a major factor in determining how and what to teach. People in different ages have different needs, competences, and cognitive skills (Harmer, 2007). Teachers should take this fact as a main consideration in setting and designing English course. Learners can be divided into three groups based on their age. According to Harmer (2007), the groups of learners comprise young children (0-12 years old), adolescents (12-18 years old), and adult (19-60 years old).

In terms of this study, learners at Senior High School Level are categorized at adolescents. Adolescent students are often seen as problem students (Harmer, 2007:83). At this age, learners have a greater ability to think abstractly and they also begin to be more passionate with their commitment to what they are doing. Most of them understand the need of learning and can be responsible with their duty as learners. Adolescence search for their identity and need for self-esteem. Adolescents must acquire a totally new physical, cognitive, and emotional identity. Their egos are affected not only in how they understand themselves but also in how they reach out beyond themselves, how they relate to others socially,

and how they use the communicative process to bring on affective equilibrium (Brown, 2000:64). Adolescents need to feel good about themselves and valued. It is reflected in the secondary school students who convincingly argued that a good teacher 'is someone who knows our names' (Harmer, 2007, as cited by Harmer, 2007:83). Hence, teachers of secondary school should be aware of the learners' characteristics and engage them with material which is relevant and involving. It is also teachers' job to do actions that boost their students' self-esteem and be conscious of their need for identity.

There some factors to take into account that influence the success in learning a new language. Basically, in learning a new language, all ages are really influenced of following three important factors: the affective filter, motivation, and resiliency (Lems, 2010). Affect, or emotional state, is closely associated with language learning outcomes. The emotional aspects that influence language learning are referred to as the affective filter (Dulay & Burt, 1977, cited in Lems, 2010:8), that is, the emotional response to the language learning situation. Motivation refers to the purposes for which a person learns a new language. Motivation enables learners to make use the skills taught (Hirai et al., 2010). Motivated students achieve more than students who are not motivated. Motivation for learning a new language can be divided into integrative motivation, instrumental motivation, assimilative motivation, and intrinsic motivation (Gardner & Lambert, 1972; Graham, 1984, cited in Richard-Amato, 1988, 2003; cited in Lems, 2010).

3. Intensive Reading

Intensive study of reading text can be a means of improving students' vocabulary, grammar, strategies, and comprehension (Nation, 2009). According to Aebbersold and Field (1997, cited in Hedgecock and Ferris, 2009:191), intensive reading is "reading the text carefully and thoroughly to get maximum comprehension." Intensive reading involves a short reading passage to develop comprehension (Anderson in Nunan, 2003). It is typically concerned with texts of not more than 500 words in length (Broughton, 2003). From the definition, it is clear that intensive reading aims to get comprehension from a short reading text, and it is intensive activity because readers read the text carefully and thoroughly.

Intensive reading is actually involved as an approach to reading within a bottom-up model (Anderson, in Nunan, 2003). It typically consists lower-level reading process. Readers start with recognizing the words, the sound of letter, the meaning of the words, and analyzing grammatical structures. In other words, readers get the comprehension by exploring the text in depth, so they can get maximum comprehension from the text. The objective of intensive reading is to achieve full understanding of the texts, detailed comprehension of the texts (Broughton, 2003).

According to Hedgecock and Ferris (2009:161), there are characteristics and benefits of intensive reading include the following:

- the texts to be studied are selected by the teacher (perhaps with input from the students,
- all students read the same text at the same time and complete in-class or out-of-class exercise and assessments designed or assigned by the teacher,

- the teacher highlights specific linguistics features and content dimensions of the text, introducing and reinforcing selected reading strategies through whole-class instruction and activities, and
- assessment of student comprehension, reading development, and reading efficiency is facilitated by the fact that all students work simultaneously with the same text and activities.

Intensive reading focuses on the following aspects as deliberately stated by Nation (2009:27) as follows:

(1) Comprehension

Comprehension is a vital goal of reading. Intensive reading intends to an understanding particular parts of the texts. It works on detail information about the texts, so that the students, as readers, can get a good comprehension of the texts.

(2) Regular and irregular sound-spelling relations

Intensive reading includes the activities of teaching phonics and spelling rules. Teachers also can guide the students practicing the sound and the spelling through phonic approach. A phonic approach is an approach to support intensive reading suggested by many teachers and researchers. Teachers should teach students how to break a word down into smallest parts, the individual sound (Anderson, in Nunan, 2003). However, teachers must remember that phonics is only a method, not the goal for teaching reading.

(3) Vocabulary

Intensive reading works on knowing the meaning of the words within the texts. Teachers should engage students to comprehend the texts through attending the words. Although the activities focus on vocabulary, it does not mean that students have to know every single meaning of the words. Teachers only emphasize the most useful words, for example, the most frequent words, technical words, and academic words.

(4) Grammar

Intensive reading attends to the grammatical rules of the texts. Difficult grammar features can be explained and analyzed. Teachers guide students to analyze the patterns of the sentences, parts of speech, and also tenses. Teachers review in the balance the grammar materials that only have relation with the texts.

(5) Cohesion

Through intensive reading, students practice interpreting what pronouns refer to in the texts, the functions of conjunctions between sentences, and how different words are used to refer to the same idea.

(6) Strategies

Intensive reading can help students developing their reading strategies. Reading strategies are important ways to comprehend the texts. Students can practice guessing the meaning from the context, taking notes, using dictionary, and so forth.

In conducting the activities, the teachers should follow the steps. The steps are involved in a broad procedure or stages of language teaching. So, teachers do not need to be confused with the framework of the steps. California State University Expository Reading and Writing Task Force (2008, in Hedgecock, 2009) outlines crucial academic reading activities and strategies for intensive reading in terms of what teacher and students do before, during, and after reading. Table 1 below represents the intensive reading steps.

**Table 1: Intensive Reading Framework
Adapted from California State University Expository
Reading and Writing Task Force, 2008.**

Pre-Reading	
1	Getting ready to read
2	Surveying the text
3	Making predictions and asking questions
4	Introducing key vocabulary
During Reading	
1	First reading
2	Re-reading the text
3	Looking closely at language
4	Considering the structure of the text
Post-Reading	
1	Summarizing and responding
2	Thinking critically
3	Reading-writing connections

The steps or stages are conducted systematically. Activities of pre-reading, during reading, and post-reading are important to do. The explanation about the activities while doing intensive reading are presented as follows.

(1) Pre-reading activities

Conducting pre-reading activities are crucial. This stage is preparing students to read the text. The activities can build students' interest, confidence,

and motivation for reading the text. Furthermore, by having pre-reading activities, teachers can introduce reading strategies and facilitate comprehension.

a. Getting ready to read

There are at least three kinds of different activities included in this category: schema activation, schema development, and establishing purpose for reading. At schema activation, teachers should think about what students already know about the content, structure, and language used in the text. Teachers would start discussing the title, its meaning or structure. In other words, teachers stimulate the students' knowledge and lead them to the broader discussion about the text. At schema development, teachers engage students to use their background knowledge which has relation to the topic of the texts. If the text is about fashion, so teachers should try to connect students' background knowledge about fashion to the topic and then make a simple discussion. In addition to schema activation and schema development, teachers should establish a purpose for reading. It is important to know the purpose of what is being read. It will facilitate students, as readers, to comprehension. Teachers may inform students about what they are going to do after reading the text.

b. Surveying the text

The point of this activity is to get along with the content of the text. Teachers need to guide students to employ a variety of previewing

strategies to survey the text. Surveying the text includes skimming and scanning. Teachers can lead the students to look at the text's title, subtitles, photographs, drawings, graphs, charts, tables, etc. After that, students read the introduction and conclusion of the text. For examples, students are reading a text entitled 'Women Fashion Trend 2013'. They first come to survey the title. They also can look at the subtitles, if any, and preview the photographs. Teachers guide them to read the introduction and conclusion of the text. After doing those activities, students get important point about the text.

c. Making predictions and asking questions

This step emphasizes the result of surveying activities. Teachers have to guide students to predict what the text is about and then connect their prediction with the result of survey activities. After that, students can then formulate one or two questions that they expect the text to answer. For example, if the text title is 'Women Fashion Trend 2013', at this category students predict what the text is about. After predicting the text, they try to connect their prediction with the result of surveying activities. If their prediction is closely related to the result of their survey, this means they have succeed to get the important point of the text.

d. Introducing key vocabulary

This final component of the pre-reading stage focuses on the introduction of important vocabulary which supports students'

comprehension. Teachers should use strategies to introduce the words since learning vocabulary is not the main focus of intensive reading. Therefore, teachers need references to make the process effectively done.

(2) During reading activities

The activities at this stage are activities that focus on what students do, or should do, while reading. Students are really working on the text intensively. Teachers should assist students with bottom-up strategies, so that students achieve the goal of comprehension.

a. First reading

First reading is not a part of the pre-reading stage. It refers to “a quick read-through of the entire text to develop a sense of its main points and to confirm initial predictions made during pre-reading” (Hedgecock, 2009:172). Smalzer (2005, in Hedgecock, 2009) suggests that a first reading could be done with time limit. Teachers set time limits to drill students to read faster and develop their quick overview of main ideas. So, students practice to skim the text at this step.

b. Re-reading the text

After doing pre-reading activities and first reading, at this step students are ready to read the text intensively through a careful and focused second reading. According to Grabe (2004, in Hedgecock, 2009), there are two goals for teachers at this point: (1) monitor and ensure students’ comprehension; and (2) teach and practice effective reading strategies. To

monitor and ensure students' comprehension, teachers can divide the text into sections that enable students to stop at the end of each section to check comprehension. To develop effective reading strategies, teachers can use several key strategies, such as highlighting, annotating, questioning and responding, and outlining charting.

c. Looking closely at languages

After students have quickly read through the text and got an overall sense of the content, they look at carefully at the language of the text. This step could also be undertaken later, after re-reading step, or even during post-reading activities. Teachers guide students to look again at the vocabulary in the text. Students can be asked to make notes about any new or less familiar words or phrases they encounter in the text. Other focuses of this step are cohesion, sentence structures, and the structure of the text.

(3) Post-reading activities

After passing the pre-reading and during reading activities, students have got the main ideas, comprehension of essential content, and considered the text's language and structure. Post-reading of after reading activities are the final stage of intensive reading which aim to evaluate and extend what they have learned about the text and the reading process. After reading activities offer the opportunities for the teachers to assess the students.

a. Summarizing and responding

In this step, teachers ask students to summarize the key ideas in the text. Summarizing activities are closely related to students' writing skills. Summary-writing is a good review and comprehension check tool. The summary can be as short as one sentence or longer. So that teachers also can assess students' comprehension and their writing skills at once.

b. Thinking critically

In this step, teachers can give students some questions connected to the text and then instruct them to write down the answer or directly responded in spoken answer. Teachers also can ask them to make group discussion. The activities in this step encourage the students to be more critical to the ideas from the text. Thinking carefully and critically about a text promotes deeper comprehension, good reading strategies, and improvement of the other skills, such as speaking and writing.

c. Reading-writing connections

In the end of intensive reading activities, students can write down their ideas. They can make a summary about the text or a writing about their experiences related to the text. They make the writing in creative and interesting ways.

B. Conceptual Framework

As stated in the introductory chapter, the students at eleventh grade of SMK PIRI 2 Yogyakarta had problems with their skills in comprehending the English text. Moreover, their vocabulary mastery was poor. This problematic situation motivated us to solve the problems and improve the quality of the students' reading comprehension skills through intensive reading. Intensive reading focuses on getting comprehensive understanding of the texts and other important aspects of reading, such as vocabulary, grammar, techniques, and strategies.

From the result of the preliminary observation, the reading activities was not well-organized. The activities were just reading the sentences loudly and then translating the words into Bahasa Indonesia. In implementing intensive reading activities, I follow the stages that consist of three stages with different activities, i.e. pre-reading, whilst-reading, and post-reading. The activities of each stage reinforce the students to improve their comprehension skills. In reading the texts, I will encourage the students to use reading techniques and strategies. In fact, I did not find those techniques and strategies in reading activities during the observation.

Concerning the students' pronunciation problems, I will train them to read phonetic alphabet and pronounce the English words taken from the texts. They will practice pronunciation in every meeting. Thus, the students will be more familiar with the words, not only the meanings, but also the pronunciation. To deal with the media, I will use power point presentations, audio recordings,

videos, and pictures. The purpose of using various teaching media is to make the teaching-learning activities effective and enjoyable.

I will perform CTL or Contextual Teaching and Learning in conducting my role as a teacher. CTL encourages the students to be more active and emphasizes their roles as the center in teaching-learning process. The following diagram represents the conceptual framework of this research.

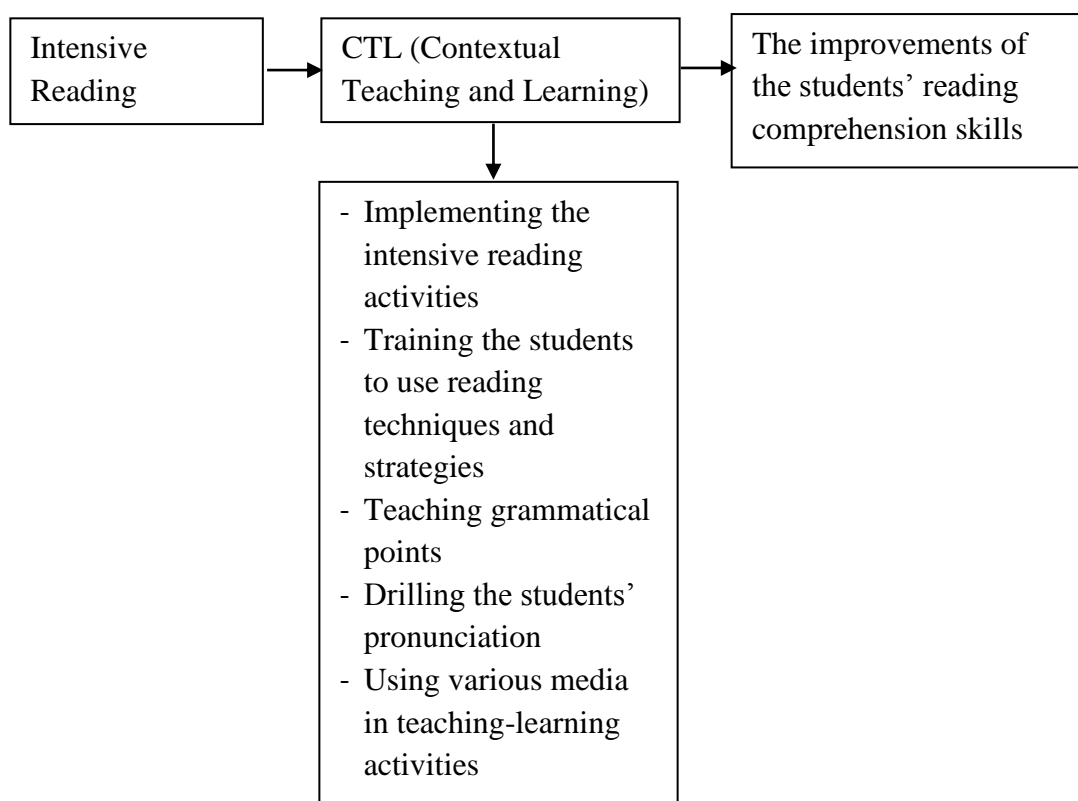


Figure 4: **The schema of conceptual framework of the study**

C. Hypothesis

The hypothesis of this action research is: if the students do intensive reading activities, their reading comprehension will be improved.

CHAPTER III RESEARCH METHODS

This chapter provides research method used in this study, the setting, the subjects, data collection techniques, data analysis techniques, validity and reliability, and procedure of the study.

A. Research Setting

This research project was carried out at SMK PIRI 2 Yogyakarta, a vocational school that concentrates on fashion. It has just only one class for each grade. Geographically, it is located in Yogyakarta city, near Mandala Krida stadium and SMK Negeri 6 Yogyakarta. It has twenty teachers in total including one teacher for English. She teaches English to all students at the school. There are two administration staff and one security guard.

The main characteristic of the school is its concern as the school that provides fashion department. The students are dominated by female students. As I noted, there are two male students there. Special facilities such as a sewing laboratory, a production room, and a production showcase can be found here. In production room, we can see the process of sewing and dressmaking. The students' products are for sale. The eleventh grade room is at second floor. It has a white board, two fans, a schedule for cleaning the classroom, and cleaning equipment. There are 16 tables and 32 chairs.

The characteristics of the school in general, with problems in English classroom, motivated me to see closer. The Principal and the teacher welcomed me and allowed me to conduct research.

B. Research Design

I used action research as the research method. Gaps between what was happening in English class and what would ideally like to see happening needed actions to be intervened. The study aimed at overcoming the problems and improving the teaching-learning process.

There are many definitions of action research proposed by the experts. Elliot (1991, in Burns, 2010:5) defines action research as “the study of a social situation with the view of improving the quality of the action in it.” McNiff and Whitehead (2006:7) describe action research as a form of enquiry that enables practitioners everywhere to investigate and evaluate their work.” Furthermore, Burns (in Cornwell, 1999:5) states that “action research is a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community.” The definitions above imply that action research is the study of a social situation that enable practitioners everywhere to improve the quality of the action in it.

In general, action research has the following characteristics (Cohen and Manion, 1980; Burns, 1999 in McKay, 2006:30): 1) situational, contextual, small-scope, and localized and relevant to the real situation, 2) evaluative and reflective, 3) participatory, and 4) the changes in practice are based on the information or data gathered that encourage the changes. Bell (1999:8) characterizes action research from the task. In action research, the task is not finished when the project ends. The participants continue to review, evaluate, and improve practice.

In doing the project, I used the modified process of Kemmis and McTaggart (Burns, 1999, in Madya, 2006:67) which includes: reconnaissance, planning, action, observation, and reflection (1988, in Burns, 2010:7). The process is described in the following figure.

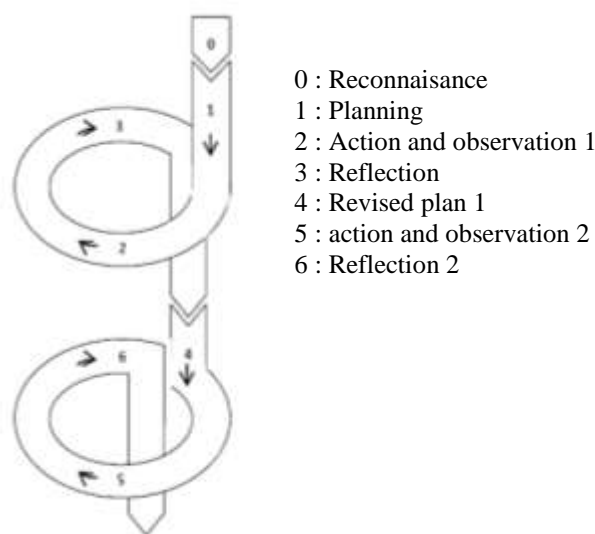


Figure 5: **Action research process by Kemmis and McTaggart**

(1) Reconnaissance

In this step, I carried out an observation, interviews, and questionnaire distribution to find problems. I joined the English class at eleventh grade on November 29th, 2013. I also did some interviews with the teacher and discussed and distributed the questionnaires to the students. The problems found were discussed with my collaborators (the teacher and my colleague).

(2) Planning

After discussing the problems and getting permission to conduct research at the school, we then made action plans consisting of the actions would be

implemented to solve the problems. The actions focused on the efforts to improve the students reading comprehension skills. We planned to implement the actions in one cycle first. The process of implementation would be continued to the next cycles if there were still problems to solve.

(3) Action and Observation

The planned actions were implemented in this part. I conducted the actions in front of the class as the teacher, and my collaborators observed my teaching. While teaching-learning process, one of my collaborators filmed and took some pictures of the process for our research data.

(4) Reflection

In the end of the cycle, we reflected the process. We gave our comments and opinions about the implementation of the actions, the students' improvements and my role as the teacher. After that, we discussed the next actions for the upcoming cycle based on the consideration of the reflection from the first cycle.

C. Research Subjects

The subjects of the research were thirteen students at the eleventh grade of SMK PIRI 2 Yogyakarta. As I explained before, each grade of the school simply had one class. In addition, this number was the highest number of the school, with eight students at the tenth grade and ten students at the twelfth grade. The eleventh grade consisted of 12 female students and one male student. They were learning fashion. They learned many special subjects, such as women's fashion, men's fashion, and fashion designs. They also got three skill-development subjects, such

as cookery, beauty, and music. The school provided the field work program for several weeks in first semester and industry practice for two months in second semester.

D. Data Collection Techniques

The type of the data were qualitative. To collect the data, I used observation guidelines, interview guidelines, questionnaires, a handy-cam, and camera. I employed several data collection techniques, i.e. making field note or vignettes, doing interviews, distributing questionnaires, photographing and videotaping.

In reconnaissance step, I employed observation, interviews, and questionnaires. The first data were from the preliminary observation. I also got useful data from the interview with the teacher. In order to see the students' opinion about the English class, I distributed questionnaires. From the whole techniques in this step, I have collected the preliminary data which were essential to this research project, especially the actions would be implemented.

In the implementation of the actions, I carried out observation, interviews, videotape and photograph. My collaborators observed and filmed the processes of teaching-learning. I made some interviews with the students and my collaborators for getting their view about the actions. The videos of teaching-learning processes and interviews were transcribed into vignettes and interview transcripts. The vignettes made the data more feasible to analyze. The photographs described the process of implementing the actions.

E. Data Analysis Techniques

The qualitative data were analyzed with the interactive model from Miles and Huberman (1984, in Madya, 2006). There were three steps to analyze the data: reducing the data, displaying the data, and drawing the conclusions. In first step, I transcribed the videos of every meeting into vignette forms. After that, I selected and limited the data by choosing some relevant data and discarding some irrelevant data. The selected data then were displayed into the tables. From the tables, I compared the changes in the students' performances after the implementation of the actions. I also considered the results of the interviews and questionnaires, so that I could draw the conclusions accurately.

F. Validity and Reliability

In evaluating the quality and acceptability of the research, I used the five criteria proposed by Anderson (1994, in Burns 1999), namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The democratic validity was fulfilled by having some discussions with my collaborators. In reconnaissance step, we discussed the problems democratically until we decided the specific problems to solve. In planning the actions, we discussed kinds of actions to be implemented, the course grids, the lesson plans, and the teaching aids. During the implementation of the actions, my collaborators observed the teaching-learning process and recorded the process. In reflection step, we reflected the implementation of the actions, the changes, and the problems while conducting the actions.

To fulfill the outcome validity, we tried to get satisfactory outcomes which were important to decide the actions for further cycle. We discussed the results of the implementation of intensive reading at reflection step to see whether the results were in line with the research questions or not. From the reflection of the results, we knew the students' problems in reading comprehension that were still existing in the classroom. For examples, after using intensive reading, we found that some students had problems with grammar. So, we discussed what we would do to deal with the students' problems.

To fulfill the process validity, we kept the quality of the process. We observed the development of the students. To observe the improvement, we used some instruments, such as observation guidelines, interview guidelines, vignettes, a handy-cam and a camera. This process guided us to see whether there were any changes in the students' reading comprehension or not. If the improvement was not satisfactory yet, so we would reflect together critically to find out the causes and discuss the solutions.

The catalytic validity was fulfilled by attending the changes of the students in comprehending English texts. In addition, my collaborators also observed the changes in my teaching and behavior. To make sure that we have fulfilled the catalytic validity, we compared the performances of the students and teachers, before and after the actions.

A critical peer-review was strongly needed in order to fulfill dialogic validity. It was actually close to democratic validity. After the project all done and we were

ready to publish the results of the study, we would collaboratively review the report.

To keep the trustworthiness of the data, we employed triangulation. The function of triangulation was cross-checking the data found from different techniques and sources.

According to Burns (1999 in Madya, 2006:44), there were three types of triangulation used in this study: time triangulation, investigator triangulation, and theoretical triangulation. To fulfill time triangulation, we crosschecked the trustworthiness of the effects on the students during the implementation of the actions in a cycle. We made sure that the effects were real by crosschecking my point of view, my collaborators, and the students. To fulfill the investigator triangulation, we made sure that the data collected were relatively constant. We collected the data at the same time and ensured that the result of our observation are the same. Theoretical triangulation was fulfilled by interpreting and crosschecking the effects with more than one relevant theories.

CHAPTER IV

THE RESEARCH PROCESSES AND FINDINGS

This chapter discusses the process and general findings of this research project. As stated before, I conducted action research and followed the modified steps, i.e. reconnaissance, planning, acting, observing, and reflecting.

A. Reconnaissance

I carried out an observation and an interview to find the problems at the field. I conducted the preliminary observation at XI class of SMK PIRI 2 Yogyakarta on November 29, 2012. I joined the English class and videoed the teaching and learning process. After that, I transcribed the video into a vignette. My collaborators and I then discussed it thoroughly. To reinforce the findings of the problems, I distributed the questionnaires to the students so I could see the picture of the English class from their points of view. We discussed the data of the vignette, the interviews and the questionnaires. We started identifying the data. The process is explained below.

1. Identification of the Field Problems

There were many problems occurred in the English classroom. I identified the problems as presented in table 2.

Table 2: The Field Problems of the English Teaching-Learning Process at Eleventh Grade of SMK PIRI 2 Yogyakarta

No	Field Problems	Codes	Sources
1	The teacher dominated the class.	T	O
2	The class was such a grammar class.	T	O
3	The teacher used much Bahasa Indonesia.	T	O
4	The activities were not varied.	T	O
5	The students read and translate the text word by word.	S	O
6	The students did not have adequate vocabulary.	S	O,I,Q
7	The students' pronunciation was poor.	S	O
8	The students forgot some basic concepts of grammatical points.	S	O,I
9	The students did not bring dictionaries.	S	O
10	The students were not confident to speak in English.	S	O,I
11	The students could not answer the comprehension questions of the text.	S	O
12	The materials were mostly taken from the textbooks.	M	O
13	The students considered that reading English texts were difficult.	S	Q
14	The teacher mostly translated the meaning of the unfamiliar words for the students.	T	O
15	The teacher mostly used textbooks as the teaching media.	T,M	O,I
16	The students rarely used dictionaries.	S,M	I
17	The students and the teacher neither used any reading techniques and strategies.	T,S	O
18	The students had low motivation to learn English.	S	I
19	The students did not submit their extra works on time.	S	I
20	The students passively used English in the classroom communication.	S	O
T: Teacher S:Students M:Media O:Observation I: Interview Q:Questionnaire			

2. Identification of the Field Problems to Solve

Since we found many problems in English teaching and learning process, we then selected the problems that were urgently needed to solve. The selection was

also based on the needs of the students and the feasibility of doing the project. The selected problems to solve are presented in the following table.

Table 3: **The Problems to Solve**

No	Field Problems	Codes	Sources
1	The teacher dominated the class.	T	O
2	The class was such a grammar class.	T	O
3	The students read and translated the text word by word.	S	O
4	The students did not have adequate vocabulary.	S	O,I,Q
5	The students' pronunciation was poor.	S	O
6	The students forgot some basic concepts of grammatical points.	S	O,I
7	The students did not bring dictionaries.	S	O
8	The students could not answer the comprehension questions of the text.	S	O
9	The materials were mostly taken from the textbooks.	M	O
10	The students considered that reading English texts were difficult.	S	Q
11	The teacher mostly translated the meaning of the unfamiliar words.	T	O
12	The teacher mostly used textbooks as the teaching media	T,M	O,I
13	The students rarely used dictionaries.	S,M	I
14	The students and the teacher neither used any reading techniques nor strategies.	T,S	O
T: Teacher S:Students M:Media O:Observation I: Interview Q:Questionnaire			

The processes of identifying the problems were continued with formulating the problems and analyzing the causes and the results of the problems to solve. The analysis of the causes was useful to find the right solutions through the actions. So, we listed the problems and put the main causes. The result of the analysis is presented in table 4.

Table 4: **The Selected Problems, the Main Causes, and the Results**

No	Field Problems	Main Causes	The Results
1	The teacher dominated the class.	The teacher was like a single actor and taught a lot of grammatical points.	The students totally depended on the teacher. They were confused learning much grammar.
2	The class was such a grammar class.		
3	The students read and translated the text word by word.	The teacher asked the students to read and translate the text word by word. The students also rarely brought dictionaries and did not have enough reading activities.	The students were afraid to read English texts, especially the longer one. They thought the reading activities were reading and knowing every single word of the texts.
4	The students did not have adequate vocabulary.		
5	The students considered that reading English texts were difficult.		
6	The students could not answer comprehension questions.	The students did not really understand the questions and did not use any reading techniques and strategies.	The students could not get the main points of the reading activities. They only read the texts without understanding it.
7	The materials were mostly taken from the textbooks.	The teacher used the textbooks and rarely used other media.	The teaching and learning English were monotonous.
8	The teacher mostly translated the meaning of the unfamiliar words.	The students were lazy to bring dictionaries and the teacher was like their translator.	The students depended on the teacher's translation.
9	The students rarely used dictionaries.		

B. The Processes of Cycle 1

1. Planning

We began the project by collaboratively discussing the actions would be applied. We planned the actions based on the identified-selected problems. In planning the actions, we democratically made the action plans. We also discussed our responsibilities during the implementation of the actions. My collaborators would be the observers and I would be the teacher researcher.

The action plan of the Cycle I included: implementing the intensive reading stages and activities, training the students to use reading techniques and strategies, teaching grammatical points, drilling the students' pronunciation, using power point presentation, audio recordings, and multimedia, and using handouts.

a. Implementing the Intensive Reading Stages and Activities

The actions that would be implemented in order to improve the students' reading skills involved doing reading activities based on the three stages of intensive reading namely: pre-reading, whilst-reading, and post-reading. I would use the reading techniques and strategies in each stage.

b. Training the Students to Use Reading Techniques and Strategies

Considering the reading techniques and strategies, I would train the students how to (1) scan the texts for specific information, (2) skim the texts for main ideas, and (3) guess the meaning of the words. I also would instruct them to (1) read the texts silently, (2) use dictionaries, and (3) attend the key words of the texts.

c. Teaching Grammatical Points

In teaching the students some grammatical points, I would (1) integrate both inductive and deductive methods, and (2) focus on high frequency grammar items.

d. Drilling the Students' Pronunciation

Considering the students' pronunciation problems, I would (1) introduce the students' phonetic symbols referring to IPA (International Phonetic Alphabet) and train them to read them through using dictionaries, (2) instruct the students to read aloud, (3) model how to pronounce the words, (4) give the students examples of common mispronunciation.

e. Using Power Point Presentations, Audio Recordings, and Multimedia

I would use power point presentations as the media of teaching. I would provide (1) the points of the discussions, (2) pictures and videos to lead the students to the topic and activate their background knowledge.

2. Actions and Observations in Cycle I

The actions for cycle 1 were conducted in four meetings during March 2013 on 7th, 18th, 21st, and 25th. As I stated in before, we have our own responsibilities in doing the project. As the teacher researcher, I taught the students and conducted the actions, while my collaborators observed the processes of teaching and learning activities. My colleague videoed and took the pictures of the teaching-learning processes. The data of Cycle I were collected through the observations, interviews, photographs, and video recording. The implementation of the actions are presented below.

a. Implementing the Intensive Reading Stages and Activities

I performed the stages of intensive reading in every reading activity. In pre-reading activities, I activated the students' background knowledge and led

them to the context through questions and or pictures. They surveyed the text; read the title of the texts and then slightly read the paragraphs in the texts. If the texts were in the conversation forms, they looked at the speakers involved in the conversation. The pre-reading activities can be seen in the transcript of the following vignette.

...The next activity was reading another text. I gave the students texts about Hana Tajima, a young Muslim designer from England. **First, I explored the students' background knowledge about her.** I asked them about her. A student said that she has known Hana Tajima since she did practice at field practice. She said that she has made the hijab style of Hanna Tajima. She kept smiling while her friends looked at her.

(Vignette 2: Thursday, March 21, 2013)

After pre-reading activities, I moved to whilst-reading or during reading activities. During reading the texts, I trained the students to use reading techniques and strategies. In the first meeting, I trained them how to scan the texts. They were enthusiastically using it, because it was the new thing for them. I asked them to study the key words and read the text silently. The process of conducting this step can be seen in the vignette of the second meeting (see appendix A, vignette 2: Thursday, March 21, 2013), "...After dealing with the key words, I then asked the students to read the text silently. I reminded the students to use scanning method in reading the text."

While reading the texts, sometimes the students found problems. One of the most frequent problem was dealing with unfamiliar vocabulary. This problem appeared when I did not give them the key words of the texts. I never directly gave the students the translation. I gave the clues that helped the students to guess the meaning. The clues could be in the forms of supporting

words, gestures, or actions. I thought, this way was more effective to help the students to get the meanings rather than direct translation, because they tried to guess the meanings by themselves. By guessing technique, they became more active in using the words which were already known.

...After discussing the signals, I turned to the text. There was the text in conversation form. I instructed the students to read it silently. A couple of minutes later, I asked them about the text. "What is the text about? *Tentang apa ya text-nya?*" A student in the back said "starting copier." **"What is copier?" I wrote down the word "copier". The students still did not have idea about it. I gave the clues and finally the students got the meaning.**

I wrote three key words of the text. I confirmed the meanings to the students. The students were not sure about the meaning of "plug in". **I gave an example to describe it. I went to an electrical source and acted like plugging in. Wahyu said in Bahasa Indonesia with Javanese word, "*Oh, mencolokkan.*" The other students laughed. Then I gave the right meaning in Bahasa Indonesia, "Plug in *sama dengan menancapkan.*"**

(Vignette 3: Monday, March 25, 2013)

The last step of intensive reading activities was after-reading activities. Usually, I discussed the texts with the students, such as what the texts were about and information related to the texts. I frequently used questioning activities after reading the texts. I, sometimes, made use of multiple choices. This process was recorded in the following quotation of the vignette (see appendix A, Vignette 2: Thursday, March 21, 2013): "...After reading, the students answered the following questions and then I discussed their answers.

Moreover, I also used cooperative activities in the instructions. The cooperative activities made the students more aware of how important cooperation was. The students also admitted the effectiveness of the

cooperative activities. They thought that they could understand the texts easily.

R : *Pendapatmu belajar B.Ingggris dengan tugas kelompok/berpasangan?*
(What is your opinion about group or in pair activities?)

S9: *Suka. Lebih gampang karena ada diskusinya.* (I like it. It is easier because there is a discussion).

R : *Membaca dengan berkelompok gimana?* (What do you think about reading in group?)

S9: *Lebih gampang.* (It is easier.)

(Interview Transcript 12: May 30, 2013)

b. Training the Students to Use Reading Techniques and Strategies

In the first meeting, I trained the students to use scanning techniques. First strategy I taught was scanning technique. It was a new thing for them, so they learnt it seriously. I encouraged them to be more confident in reading English texts through the techniques.

...The next activity was reading a text. The text was an article about Jakarta Fashion Week. I told the students that reading was challenging. I also convinced them that they did not need to know every single word of the text, especially in English. “*Yang terpenting adalah kalian get the point. Tahu maksudnya.*” **Then I introduced ‘jurus scanning/scanning technique’ to the students. I explained how it worked.** At that time, I used how to get information by using 5W+1H. After the explanation, I led the students to practice using scanning technique....

(Vignette 1: Thursday, March 7, 2013)

In the first implementation of scanning technique, the students were so enthusiastic. Surprisingly, they answered the questions of the reading texts excellently. They also admitted that they were helped by using the scanning technique which eased them to find important and detailed information from the texts. They expressed their pride by clapping together. This good situation is recorded as the transcript below.

...In the last activity, I asked the students, one by one, to read and answer the questions. The students answered the questions well. **No one made mistakes. They then clapped.** I asked, “*Ada yang salah satu?*” The students, “No.” “*Salah dua. Salah tiga?*” The students said, “No.” “*Betul semua?*” “Yes.” The students smiled. “So, *bagaimana perasaan kalian bisa membaca teks bahasa Inggris dengan scanning dan dapat menjawab semua pertanyaan dengan benar?*” A student said in one voice, “Happy.”
(Vignette 1: Thursday, March 7, 2013)

To make sure their good achievement in applying the scanning technique, I interviewed some of them orally. From the interview I could draw a conclusion that their achievement was not because of the simplicity of the texts, but because they already knew the techniques. The following transcripts of the interview shows that the scanning technique did help them to get the important points of the text.

- R : *Gimana menurutmu kelas tadi?* (What do you think about the class today?)
 S1: *Sangat membantu.* (It did help.)
 R : *Sangat membantu bagaimana?* (How could be?)
 S1: *Mudah mempelajari.* (It is easy to learn.)
 R : ***Bagaimana dengan teknik scanning dalam membaca? (What is your opinion about the scanning technique in reading?)***
 S1: ***Sangat membantu banget dan mudah. (It did help me and was easy.)***
 R : So, *teknik scanning tadi sangat membantu kamu dalam memahami bacaan?* (So, did it help you to comprehend the text?)
 S1: Iya. (Yes. It did.)

(Interview Transcript 1: March 7, 2013)

- R : *Menurutmu materi bacaan yang diberikan tadi terlalu mudah atau bagaimana?* (In your opinion, was the text given so simple or how was it?)
 S2: ***Sedang. Tapi kasrena pakai teknik scanning tadi jadi lebih mudah. (Moderate. But scanning technique made it easier.)***
 R : *Jadi teknik tadi membantu kamu dalam memahami teks?* (So, did scanning technique help you comprehending the text?)
 S2: Iya. (Yes. It did.)

(Interview Transcript 2: March 7, 2013)

In Cycle I, I also employed dictionaries as the strategy to help the students to find the meanings. The students rarely brought dictionaries, so I instructed them to use the dictionaries (English-Indonesian) provided at the school library. I firstly trained them how to use dictionaries and introduced some common abbreviations and phonetic symbols, such as ‘*kb*’ or ‘*kata benda*’ for nouns, ‘*kkt*’ or ‘*kata kerja transitif*’ for intransitive verbs, and ‘*ks*’ or ‘*kata sifat*’ for adjectives. This process is provided in the quotation of the vignette below.

...After that, I gave the key words of the text without any translation. **I asked the students to use the dictionaries to get the meaning. I firstly taught the students how to use dictionary.** I explained examples of common abbreviations, such as *kb*’ or ‘*kata benda*’ for nouns, ‘*kkt*’ or ‘*kata kerja transitif*’ for intransitive verbs, and ‘*ks*’ or ‘*kata sifat*’ for adjectives, so the students could easily find the meaning and the category of the words.

(Vignette 2: Thursday, March 21, 2013)

Another strategy I used to help the students to comprehend the texts was providing key words. Key words helped the students to get the points of the texts efficiently. I usually put the key words of the reading texts before the texts. The students read them first and found the meanings from dictionaries. I present the process when I provided them key words in the following vignette.

...I wrote three key words of the text on the white board. I asked the students the meanings. The students were not sure about the meaning of “plug in”. I gave an example to describe it. I went to an electrical source and acted like plugging in. Wahyu said in Bahasa Indonesia with Javanese word, “*Oh, mencolokkan.*” The other students laughed. Then I gave the right meaning in Bahasa Indonesia, “Plug in *sama dengan menancapkan.*”

(Vignette 3: Monday, March 25, 2013)

The students agreed that key words helped them to get the points of the reading texts. I present the interview transcript below.

R : *Dengan adanya kata kunci, kamu merasa terbantu, nggak?* (Did you feel helped by the key words?)

S4 : *Iya, merasa.* (Yes, I did.)

R : *Kamu paham maksud dari conversation ini?* (Did you get the point of this conversation?)

S4 : *Iya.* (Yes.)

(Interview Transcript 4: April 4, 2013)

c. Teaching Grammatical Points

In teaching the students grammatical points, I combined both inductive and deductive instructions. Frequently, I connected the grammatical points with reading activities. Sometimes, I started with explaining the concepts. It was my challenge to make the learning process fun and easy. The following vignette describes the process of teaching grammar.

...I gave the students vocabulary that included nouns and adjectives. **I explained the characteristics of both categories and then asked the students to identify nouns and adjectives from the random words.** I also asked them to find the meaning. After that, I asked the students to write the word on the board. Initially there were no students who went first. I then invited one student to write three of the words on the board and the other students come then in turn. One student wrote word “street” as adjectives. “Street. Is it adjective?” And a male student said immediately, “Noun.” “Ya. Street itu jalan. Jalan itu sesuatu. Kalau sesuatu itu nouns. Nah, adjectives itu adalah yang mencirikan sesuatu tadi. Okay?” All students nodded. “Any questions?” The students said, “No.” “Understand?” “Yes.” Then I gave them compliment, “You’re cool.”

(Vignette 1: Thursday, March 7, 2013)

I also played songs to teach the students grammar. The idea of playing a song firstly came from the students. They requested me to play a song for the

next meeting. In the next meeting, I played a song of a young female singer from Australia, Lenka, entitled “Everything at Once”. Her song was a hit. The students enjoyed the song. From the song, the students learnt about nouns and adjectives. After listening the song, they had to do exercise.

...In the end of the activity, I played a song “Everything at Once” by Lenka. They listened to the song. They tried to follow the singer sang the song. They smiled and sometimes looked at me. **There, they attended their understanding on how phrases were formed well. They also learned nouns and adjectives from the lyric.**

(Vignette 3: Monday, March 25, 2013)

In the next meeting, I checked their understanding on adjectives and nouns. They did homework well. It indicated that their understanding about nouns and adjectives improved.

...“In the previous meeting, you have learnt adjectives and nouns. *Dari lagunya* Lenka, *kalian dapat latihan membedakan nouns dan adjectives*. So, *sebutkan lima adjectives dari lirik lagu tersebut!*” **The students mentioned, “Sly, fast, free, strong, big.” I asked them the meaning of the words. “Okay. And what are their meaning? *Apa artinya?*” Wahyu answered, “Sly *itu* licik.” The other students also mentioned the other meaning, “Strong *itu* kuat, fast *itu* cepat, brave *berani*, and free *itu* bebas.”**

After discussing five adjectives, I asked the students to mention five examples of nouns. They mentioned together, “fox, ox, hare, bear, bird, and words.” I asked them to tell the meanings. I went to the students on the back line. They mentioned the meanings, “Fox *itu* rubah. Ox *itu* lembu. And then, hare, *kelinci*.” I gave a short explanation about synonym. I took the word ‘hare’ which had the same meaning as ‘rabbit’ and ‘swine’ with ‘pig’.

(Vignette 4: Thursday, March 28, 2013)

From the vignette above, we can see that the students were enjoying the activities. While I played the song, a student who was with a cleft lip, surprisingly become the one who really enjoyed the song. She sang it louder

than others. It was so touching moment I had at that time. The students' responses to learning English with songs or music are presented below.

R : *Kalo belajar B.Ingggris pake musik? (What do you think of learning English using music?)*

S8 : *Mudah dipahami. (It is easy to understand.)*

R : *Terus? (And then?)*

S8 : *Lebih asik dan lebih santai. (More fun and enjoyable.)*

(Interview Transcript 7: April 4, 2013)

d. Drilling the Students' Pronunciation

As stated previously, the students had pronunciation problems. They frequently mispronounced the words. So, I decided to drill their pronunciation. Actually, I could monitor the students' pronunciation by asking them to read the sentences loudly while doing questions-answers session, but I believed that it was also necessary to train them specifically. The process of training them to pronounce the words can be seen in the following vignette.

...After discussed homework, I led the students to take a look at the words in the box. There were vocabulary which has been classified based on the category nouns and adjectives. They read the words and underlined the unknown words. I invited the students to have pronunciation practice. I asked the students to repeat after him. **They pronounced the words by themselves after having practice with me. Sometimes I corrected mispronounced words.** When the students got difficulties in knowing the meanings, I gave them clues, so the students could guess the meaning.

(Vignette 4: Thursday, March 28, 2013)

As the result, they were more familiar with the pronunciation of some words. They also learned some common mispronounced words, such as 'eight', 'could', 'night', etc.

e. Using Power Point Presentations, Audio Recordings, and Multimedia

I used power point presentations, audio recordings, and multimedia in some meetings that required me to use them. The use of various media were functional and effective. The students enjoyed learning-teaching activities in different ways. Sometimes I played videos to support the activities. The audio-visual media, such as videos, made them enthusiastic. The process can be seen in the following quotation of the vignette.

...I started the material by presenting my first slide about a situation.

I read the sentence that was appeared. "Well, look at the slide. When your friend looks tidy and nice. *Ketika teman kalian terlihat tidy, rapi.* And nice. What is nice?" One of the students answered "*Baik.*" I responded to her answer, "Yep! *Baik, bagus, enak dilihat.* So, when your friend looks tidy and nice, what you are going to say to your friend about the look. *Apa yang akan kalian bilang ke teman kalian jika melihat penampilannya yang tidy and nice. In Bahasa, dalam bahasa Indonesia.*" The students kept silent. Some smiled and whispered to her chair-mate. I tried to get the students' attention. "So, what? The expression. *Ekspresi bagaimana yang akan kalian berikan.*" A student who was sitting in front of the row said slowly, "Wow, *keren.*" And another student said "*Bagus, ya.*" Then I responded to their answers. "*Betul. Wow keren, bagus, ya.* What else? This row, *baris ini. Selain tadi, apa lagi kira-kira?*" The students of that row only smiled and did not have any idea.

(Vignette 1: Thursday, March 7, 2013)

The students were more involved in learning activities when I played a video. They followed my instruction and gave their responses to the video.

...The next activity, I played a video about a gadget. I said that the gadget was my friend's. And I asked the students to give compliment to my friend. A male student immediately gave his compliment, "Wow, awesome!" and continued with other responses from other students. Most of them put 'wow' in their expressions. I showed a picture of a female comedian and presenter of Indonesia, Jeng Kelin. All students laughed. I asked them to give any compliment to her. Kept laughing, some of them said "No. No. No." "Oh, come on. Please give her your compliment." Finally, one of them said "She is beautiful."

(Vignette 1: Thursday, March 7, 2013)

For listening activities, I used the recordings of conversations taken from internet and books. The dialogues were adjusted with the topic of the day. The students followed the listening activities well. They were excited listening to the recordings. Furthermore, they also could do the exercises thoroughly. The problems occurred when the speakers (electrical equipment) were had poor quality. The recording was not clear enough, so that they could not get the right points as well. This situation required me to read the conversation clearly and loudly. For making sure their understanding, I repeated the reading for about two until three times.

...After that, I distributed handouts to the students. First activity of the handout was reading the dialogue between man and women. The dialogue was about complimenting each other. I asked the students to fill the blank spaces first by listening the dialogue. The missed sentences of the blank spaces were the expressions of giving and responding to compliments. **I played it three times. Then, I checked the students work.**

(Vignette 1: Thursday, March 7, 2013)

I also interviewed the students to know their opinion about using the power point presentation and videos in English class.

R : Menurutmu, media pemakaian media presentasi dalam pembelajaran bagaimana? (What is your opinion about using presentation in English class?)

S7 : Lebih menarik, lebih mudah dipahami, dan simple. (More attractive, more understandable, and simple.)

(Interview Transcript 9: May 30, 2013)

R : Kalau belajarnya pake video? (What about learning using video?)

S8 : Mudah dan menarik. (Easy and interesting.)

(Interview Transcript 11: May 30, 2013)

Another medium for teaching and learning was SMS. It was used in the first meeting when they were learning compliment. I thought, texting was

commonly used by the students to communicate each other. So, I asked them to give their friends compliment and respond to the compliment. It was fun activities since they rarely complimented each other. The process is presented as follows.

...I moved to the next activity. I wanted to know how the students complimented their friends. **I chose SMS for the media. Each student sent his/her friend a compliment and then one by one read what his/her friend told about.** Class was full of smiles and claps. I sometimes corrected their mispronunciation. Most of them said that their friends were beautiful or handsome.

(Vignette 1: Thursday, March 7, 2013)

3. Reflections

a. Implementing the Intensive Reading Stages

Intensive reading made a good impact on reading activities in the classroom. The activities were more organized. The students read the texts with clear instruction and did other activities that were useful to improve their language skills.

During the implementation, I also faced some problems. First problem was the students often forgot the meaning of the words. They did not effectively use their notes. I realized that they needed something that could keep the words retained in their memory and more importantly they could use the words outside the classroom. While discussion session, there were only some students who got involved. They responded to my questions actively. So, there were also the students who were not active in the discussion.

Another problem was about the difficulties in varying the activities after reading. I was stiff in questioning activities. In order to check their

understanding of the texts, I usually gave the students questions, written or spoken.

b. Training the Students to Use Reading Techniques and Strategies

The techniques and strategies that I planned before the actions were totally implemented. I trained the students how to use the techniques, scanning in particular. For them, the scanning technique was something new. They curiously wanted to know how the technique was, since I told them that there was a method to make them easy in reading English text without knowing every single word of the text. Psychologically, they were encouraged because they had problems with a lot of unfamiliar vocabulary. I motivated them to be more confident in reading English texts. They just needed techniques or strategies to understand the texts.

Something made me surprised and touched was the perfect answers from the students after having reading technique training. I discussed their achievement with my collaborators and interviewed some students. After that, I got the conclusion that the technique was the big factor that helped the students to comprehend the text.

Moreover, I also had to make them more familiar with dictionaries. I would remind them to take the dictionaries at library, since they still had problems with vocabulary and I would not make myself as their translator.

c. Teaching Grammatical Points

At first, I thought that it was no need to teach the students grammar in every meeting. Nonetheless, the students were still confused with some grammatical concepts. To make it efficient, I integrated grammar into the reading texts. So that the students could also learn the applications in the real texts.

In the first cycle, I focused on the parts of speech, such as nouns, adjectives, and verbs. I tried to vary the activities on teaching grammar. In the 2nd and 4th meeting, I played songs and games. The songs and games made the teaching-learning activities fun. The activities involved some students who were usually silent. By having such activities, the silent students were required to join the activities. However, there was a note from the teacher for the games. She suggested me to lessen the games activities, since in her opinion games were not suitable for the students of senior high school. Besides, I also had to consider the students' seriousness in learning.

d. Drilling the Students' Pronunciation

The students learned many things from this activities. The students had been more aware in pronouncing the words. At first, I was worry about a student who was with cleft lip. Initially, I did not much give her command related to speaking. Surprisingly, when I played a song from Lenka, Everything at Once, she was the one who confidently sang the song loudly. Her limitation was not a reason to be unconfident. It was also a meaningful lesson for me as a teacher and opened my mind to be wiser in looking at

someone. I also got moral values from the activities in this cycle. A teacher should be fair and should avoid discrimination among the students.

e. Using Power Point Presentation, Audio Recordings, and Multimedia

The students got benefits of using power point presentations, audio recordings, and multimedia in learning English. They could learn English in different ways. They were excited and active when I used the media.

The problems occurred when I forgot to bring my speakers or the audios were too fast. It made the students hard to listen well. I solved the problems with reading the texts for the students loudly.

C. The Process of Cycle 2

1. Planning

The results of Cycle 1 gave us pictures of the actions in Cycle 2. There were some actions repeated in order to solve the existing problems and to get satisfied outcomes.

a. Implementing the Intensive Reading Stages

In this Cycle, I would (1) employ the stages of intensive reading which consisted of pre-reading, whilst-reading, and post-reading, (2) modify the texts and the activities in pre-reading stage, and (3) try to find relevant texts to the students of Vocational School.

b. Training the Students to Use Reading Techniques and Strategies

Concerning the students' progress in comprehending the text, in this cycle I would (1) encourage the students to apply the reading techniques, such as

scanning and skimming, (2) train them to deal with longer texts, tables, procedures, and advertisement, and (3) vary the activities which were expected to be the ways to develop the students' vocabulary mastery.

c. Teaching Grammatical Points

Grammar would be taught again during the actions. Moreover, I also would (1) integrate inductive and deductive approach, (2) be integrated in reading activities and or grammar explanation alone, and (3) teach the students other grammatical points.

d. Drilling the Students' Pronunciation

Since pronunciation was a vital part of language, I would train them to pronounce the words as conducted in Cycle 1. After that, I would asked them to practice pronunciation chorally.

e. Using Power Point Presentation and Multimedia

I would use of power point presentation and multimedia since both media were successfully encouraging the students' attention and mood in the Cycle I.

f. Motivating the Students through Stories and Experiences

Motivation was highly necessary to boost the students' self-motivation in learning, particularly learning English. I would tell the students inspiring stories and experiences that would make them more confident.

2. Actions and Observation in Cycle 2

Here I present the processes of the implementation of the actions in Cycle 2. I conducted the actions in three meetings on April 4th, 8th, and 11th, 2013.

a. Implementing the Intensive Reading Stages

In this cycle, the students were already familiar with the activities of intensive reading. There could follow the instruction well. However, this was my challenge to create fresh atmosphere in the classroom. To turn them on, I tried to find the texts that could make them interested.

Such as in the 5th meeting, I presented the text in the form of the table about South Korea where many teenagers' idols live. The students were learning about how to deal with texts in the form of tables or the facts and figures of a country. Firstly I asked them whether they knew South Korea or not. As I predicted, their responses were so huge. They seemed more curious when I told them that I was going to play a video about Korea. They were excited watching the videos. Indeed, Korean pop was hits at that time. This activity successfully led the students to the main activity, reading the table. One of the process of leading the students to the topic or reading can be seen in the quotation of the vignette below.

...Before moving to the next activity, I confirmed the students whether they had questions or not. They did not have any questions. **I then asked them about their opinion of South Korea. “*Kalian suka Korea Selatan?*”** There was a student who answered by singing a bit of Korean song. A student also mentioned the familiar word like ‘*saranghae*’. The other students also mentioned some words in Korean. After turning on the projector, I played a video about South Korea. The video was attractive, fun, and presented some young famous celebrities of Korea. So the students were interested to watch it.

After watching the video, I gave the students basic questions about Korea. “Where is Korea? In what continent? *Di benua apa?*” A student said, “Asia” but she seemed not sure and changed her answer. Other students guessed where it was. Later, because the students were still unsure with their questions, the teacher gave them three options. “*Pilih, ya. A. Europe, B. Asia, C. Africa.*” A student in the back said, “*Drama Asia. Jadi di Asia.*” Everybody laughed. She got the idea due to the serial or drama on TV. I continued asking, “*Asia-nya mana?*” Some students mentioned together, “*Tenggara.*” “Well, *Asia Tenggara* or South East Asia.” I wrote it on the board and he invited the students to pronounce ‘south, east, and Asia’. I said that South East Asia was ASEAN and asked the students whether Korea was a member of ASEAN or not. The students were unsure, so I asked them to find the answer by rereading the books on Geography.

(Vignette 5: Thursday, April 4, 2013)

From the vignette above, we could see that the students used their experiences in answering my questions. It indicated that this activity enabled the students to be more active in activating their background knowledge.

The students’ background knowledge was not only needed in pre-reading activities, but also during reading activities. Their prior knowledge led them to clearly get the points of the texts.

...The next activity was reading a table of Korea. It was facts and figures of Korea. I gave the students a chance to read it first for about two minutes. After that, I showed the table in presentation and then discussed the points. Sometimes the students laughed when they found Korean words and played to pronounce it. The class was a bit crowded again. I shared my experience teaching Bahasa Indonesia for Koreans. The students laughed again because I took examples of funny stories.

After that, they were back to the material. I led the discussion by posing some questions about the data of South Korea. The students were a bit surprised when they found that about 49.3% of Korean had no religion. The activity was continued by question-answer session. The students also learned how to pronounce months in English.

(Vignette 5: Thursday, April 4, 2013)

Sometimes, I explored the students' background knowledge after reading activity as well. The example of activating the students' background knowledge is presented below.

...The activity was continued by discussing the whole text. I checked the students' comprehension. One of the question contained a term "elementary school". Some students forgot the difference between the levels of the school in Indonesia. **"What is elementary school?" I asked. A student in the back said "*liburan sekolah*".** I smiled and then wrote down some connected terms, such as junior high school, senior high school, and kindergarten. While I was writing, the students in the back guessed the meanings.

(Vignette 5: Thursday, April 4, 2013)

I found that the students could be more involved in this kind of activities. I tried to be fair to everyone, so I did not only pay attention to certain students. In short, they were equal.

b. Encouraging the Students to Use Reading Techniques and Strategies

In this cycle, I encouraged the students to use the techniques that they have learnt in the previous cycle, such as scanning and skimming techniques, using key words, and using dictionaries. The students were now more acquainted with the techniques. It could be seen when the students read the texts silently. They could apply the techniques and strategies well. I just reminded them about some techniques. The process in the classroom activities is presented in the following vignette.

...I went to the next activity. The students read a longer conversation. Before reading it, I presented the key words of the text. I asked the students to find the meaning of unfamiliar words by using the dictionaries. After that, the students read the text silently. The activity

after reading was answering the comprehension questions. The process run smoothly. The students also could answer the questions well.

(Vignette 7: Thursday, April 11, 2013)

The vignette above showed that in the process of reading the text, I used some kinds of techniques and strategies of reading. By giving them the key words and asked them to find the meaning in the dictionaries, the students learnt to work independently.

The other strategy used in this cycle was guessing the meanings of unfamiliar words. This activity was fun because the students tried to guess the meanings like playing a quiz. The class was so lively. I found that they also tried to involve themselves in the activities. When the students could not get the meanings, I wrote it on the board or asked them to open their dictionaries.

I present the description of the process below.

...“Okay. Next, who is Sam’s best friend?” The students confidently mentioned “Matt”. I asked again, “And who is Matt?” A student answered in Javanese language, “*Iki, kancane Sam.*” Another student also answered right after his friend answered in Javanese. “Sam’s best friend.” The students could not answer what their teacher expected. The teacher then slowly gave them clue and they finally could answered it. “Neighbor!” **I make sure the meaning of it, “What is neighbor?” A student answered in Javanese again, “*Tangga*” /*tonggo*/. I then asked them while using his right hand shaping the stairs, “*Kalau tangga yang begini apa bahasa Inggrisnya?*” The students seemed had no idea how to say it in English. So I tried to give them clues. I wrote the initial letter and put some dots as many as the letters of the words. There was still no correct responses. The students tried to guess the word. I put the second letter of the word. A student guessed, “/stil/!” I went on writing the last letter, “r”. Some students said, “/stir/”. Unfortunately, there was no students could guessed it correctly. I completed the word and trained them how to pronounce it.**

(Vignette 5: Thursday, April 4, 2013)

To help the students to deal with new and unfamiliar words, I gave them mini dictionaries. The dictionaries were designed to be filled by the students, so they could add the words by themselves. This strategy was the way to solve their problems dealing with vocabulary.

...In the end of the process, I gave the students homework. **I distributed a mini blank dictionary to each student. They had to fill the dictionaries by themselves. So they could retain the words well.**

(Vignette 5: Thursday, April 4, 2013)

In the next meeting, I checked their mini dictionaries. Some have filled and some forgot to fill it. Surprisingly, there was a female student who was typically silent, filled the lines of her dictionary fully.

Based on the English teacher information, she had a problem with her ear, so she could not listen well. Knowing her condition, I carefully made my speaking clear and not too fast. Fortunately, she could follow the instruction and do the tasks well.

To make sure that mini dictionaries had good effects, I interviewed the students about it. Here I presented the transcript of the interview.

R : Tadi dikasih kata kunci membantu kamu lebih memahami teks, nggak? (Did key words help you comprehend the text?)

S5 : Iya. Bisa. (Yes, they did.)

R : Lembar kata kerja irregular yang ada V1, V2, dan V3, bisa membantu kamu? (Did a list of irregular verbs help you?)

S5 : Iya, sedikit. (Yes, a bit.)

R : Kalau kamus kecil itu? (What do you think of a mini dictionary?)

S5 : Iya, membantu. (Yes, it did.)

(Interview transcript 6: April 4, 2013)

c. Teaching Grammatical Points

As I planned, in this cycle I taught the students past tense and prepositions. Actually, they have already learnt those materials, but they forgot. I connected the grammar materials to the reading texts. In reviewing past tense, I also gave them a list of irregular verbs. I showed them the characteristic of regular and irregular verbs. By giving them a list of irregular verbs, the students could efficiently practice determining the past forms of the verbs. The process could be seen in the quotation of the following quotation of the vignette.

...The next activity was about past tense. I gave the students a text about Mozart. There was a short profile of him. The students read the text silently. For about two minutes, I directly asked the students some questions related to Mozart and the students could answer the questions well. **After reading the text, I briefly explained the pattern of past tense and distributed a sheet containing a list of irregular verbs.** I then taught the difference between regular and irregular verbs. Next activity was doing exercise.

(Vignette 5: Thursday, April 4, 2013)

The students were more involved in learning prepositions. The class was a bit crowded but it was fine. After explaining the concept, I trained them to use the prepositions. I moved to different sides of the classroom and pointed some things in the classroom. The students tried to guess what appropriate prepositions to use. I found that this way was effective enough to boost their mood and encourage their involvement. The activities were recorded in the quotation of the vignette below.

...I then gave the material about prepositions. I firstly explained what prepositions were and the functions. At that time he taught three kinds of prepositions: in, on, and at. In explaining the material, I used real objects in the classroom and sometimes put himself in front to explain 'in front' or in the corner to mean so. The students tried to use the prepositions when I pointed something or moved his position. This way made the class fun and crowded.

(Vignette 7: Thursday, April 11, 2013)

d. Drilling the Students' Pronunciation

While reading activities, I also focused on the students' pronunciation. I trained them pronouncing the words and sometimes gave them additional information about the words. There were no significant problems in conducting the phonetic instruction, since the students enjoyed it. The process could be seen in the vignette below.

...After all sentences were completely done, the students read vocabulary taken from the conversation. I asked them to find the meaning too. **They then learned pronouncing the words with me.** While practicing, I sometimes added more information about the words, such as the distinction of the pronunciation.

(Vignette 5: Thursday, April 4, 2013)

e. Using Power Point Presentation, Audio Recordings, and Multimedia

I still used presentation and multimedia in this cycle. The students were interested in listening the audios and watching the videos. The videos usually could make the students entertained.

...**After turning on the projector, I played a video about South Korea.** The video was attractive, fun, and presented some young famous celebrities of Korea. So the students were interested to watch it.

(Vignette 5: Thursday, April 4, 2013)

However, a technical problem occurred once when I was about to give the students listening exercise. I forgot to bring my own speakers, so I decided to use the school's speakers. Unfortunately, the speakers could not produce clear and good sound. So, I read the text for the students.

...The first activity was listening. But, there was a problem with the speakers. It did not produce a good clear sound. It might make the students hard to get the points of the conversation. **So, I decided to directly read the conversation for the students.** The students had to complete the blank spaces. Before doing it, I briefly gave the students the instruction of the activity. I also made sure that all students could listen my voice clearly, because the sound from a fan was noisy.

(Vignette 5: Thursday, April 4, 2013)

The English teacher gave me a note regarding to use the presentation. She suggested me to be more efficient in preparing the projector and using it effectively. Once I overly used it. I kept the projector on while I did not use it anymore. So, the light of the projector was distracting the students' concentration.

f. Motivating the Students through Stories

Before doing the main activities, in two last meeting I told them my experience and an inspiring story. The students needed supports to boost their motivation in learning, especially learning English. I presented the process of giving motivation in the following quotations.

...All students were already in the classroom when I came. They had chit chat with their chair mate. I went to his chair and put my stuffs. I opened his laptop and turned it on, and then he played an energetic song from Bruno Mars "Locked into Heaven". The song was such a hits song. Some students loudly sang following the melody. I stood in front of the class and smiled at my students. I let his students enjoy the song. **While the song was playing, I motivated the students. The students attended me.** After the song stopped and the students were quiet enough, I cheerfully greeted the students by saying salaam. "*Assalamu'alaikum warahmatullahi wa barakatuh.*" The students replied my salaam, "*Wa'alaikumsalam warahmatullahi wa barakatuh.*"

(Vignette 6: Monday, April 8, 2013)

3. Reflections

a. Implementing the Intensive Reading Stages

After implementing the intensive reading at eleventh grade of SMK PIRI 2 students, I believed that this approach was effective to improve reading comprehension. Furthermore, I learnt a lot from the students. As their teacher, I should have a positive belief in their ability. It influenced my performance in teaching and also the students' performance in learning. If I believed that I could make the students were able to follow the instruction well, the students would be as what I expected.

The students' background knowledge was an important point that supported, helped, and led their understanding of the words or texts. In some cases, they found the meanings of the words by connecting what they saw to their own experience. As the result, they had read the texts in comfort and could answer the questions well.

b. Encouraging the Students to Use Reading Techniques and Strategies

I found a lot of benefits of using reading techniques, such as scanning and skimming. It could be seen from the students' improvement on reading the texts. The students were more confident in reading English texts and answering the questions.

I was so happy when a student, who was typically silent and had problem with her hearing, filled all the blank lines of the mini dictionaries with the words she found. It was such a big effort. I did appreciated her, since she

proved that she could break the limits. She also did all activities well. The other students also showed good improvements in their English skills, reading comprehension in particular.

c. Teaching Grammatical Points

Grammar was still being puzzle for the students, since they frequently forgot the concepts and patterns. The actions that I performed in this cycle had been modified. I gave them more grammar practices.

The list of irregular verbs also meant to them. They did the exercise of past tense well because they consulted what they did not know to the list and their notes. Learning prepositions was fun and the students enjoyed the activities. Their involvement in the learning activities was also improved.

d. Drilling the Students' Pronunciation

I always trained the students' pronunciation during reading activities. I mostly gave them the key words of the texts, and I trained them how to pronounce them. This activity was effective and efficient. It was effective because the effects of the instruction was significant to the students. They were eager to learn more pronunciation. It was also efficient because I did not waste much time to train them pronunciation. I set the instruction inside the reading activities. Therefore, the students had learnt how to comprehend the texts and pronounce the useful words or key words.

e. Using Power Point Presentations, Audio Recordings, and Multimedia

The students were happier when watch the video of their favorites. Playing videos to call the students' attention was a good idea as long as the videos played had connections to the materials. I could see the changes of the students when I played the video of South Korea or gadgets. They kept smiling and were more active doing the reading activities. As the result, they had done the tasks excellently.

f. Motivating the Students

Since I told them my own experience in learning English, the students were motivated to learn it seriously. When I was in the same age as the students, I had no big motivation to learn English. I told them how I fell in love with English. I also told them an inspiring story. The students were enthusiastic and thoroughly listening to my story. They asked me to stay longer and teach them till they graduated from the school. It was such a touching moment I ever had.

D. General Findings

After conducting the actions in Cycle 1 and 2 in order to improve the students' reading comprehension skills at eleventh grade of SMK PIRI 2 through intensive reading, I found the changes in myself and the students. The general findings of the study are presented as follows:

- (1) Intensive reading was a good approach to improve the students' reading comprehension skills. The students had more improvements in dealing with English texts and answering the comprehension questions.
- (2) The reading techniques and strategies helped the students to get the points and the meanings of the texts. They also activated their background knowledge in order to comprehend the texts they read.
- (3) The students were more familiar with dictionaries and creative, even they made their own mini dictionaries. They already know the basic ways to use them.
- (4) The students had more improvements in classifying nouns, adjectives, and verbs. They also excellently made good noun phrases and identified the past forms of the verbs, especially irregular verbs.
- (5) The students' involvement in the teaching and learning activities was improved. They followed the instructions and done the tasks well.
- (6) The students were more confident not only in reading the English texts, but also in the other skills such as listening and speaking.
- (7) Videos, songs, and games were effective media in boosting the students' mood and participation. They enjoyed learning because they did not feel stressed and bored.
- (8) The motivation should be a part of the teaching and learning processes. They learned positive values and lessons from the stories.
- (9) The pronunciation training and drilling supported the students reading and speaking skills.

(10) Equality in learning was a foundation in treating the students.

The changes as the results of the actions in Cycle 1 and 2 are provided in table 5.

Table 5: The Changes after the Actions in Cycle 1 and 2

No	Actions	Cycle 1	Cycle 2
1	Implementing the intensive reading stages	The reading activities were more organized and the students were more familiar with the steps.	The students were actively following the instructions and made good improvements in their reading comprehension skills.
2	Training the students to use reading techniques and strategies	The students used some reading techniques and strategies. The students learnt how to use dictionaries. They got more vocabulary and done the reading activities well.	The students were more autonomous in comprehending the reading texts and doing the tasks. They also activated their background knowledge in understanding the texts.
3	Teaching grammatical points	They were able to classify nouns, adjectives, and verbs. They made good phrases by using those three types of words.	The students had more improvements in dealing with the sentences in past forms and prepositions. They found that learning grammar was not stressful.
4	Drilling the students' pronunciation	The students learned pronunciation during the reading activities. They knew some common mistakes in pronouncing the	The students got more pronunciation practices. They enjoyed learning it and got good improvements in their pronunciation.

		words.	
5	Using power point presentations, audio recordings, and multimedia	The students got different ways in learning English. They were more interested and enthusiastic.	The students got more benefits from the media. They experienced learning English in fun ways.
6	Motivating the students	-	The students were more motivated and confident in learning, especially English.
7	Using songs	The students enjoyed learning through songs. They loved singing much and were encouraged to learn English.	-
8	Using games	The students were more relaxed and cheerful. The class was so fun.	-

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This action research aimed at improving the reading comprehension skills of the students at eleventh grade of SMK PIRI 2 Yogyakarta through intensive reading. The processes of conducting this project were started by a preliminary observation on November 29, 2012 until the end of the actions on April 11, 2013. This study was collaborative which also involved two collaborators. The actions were implemented in two cycles. The first cycle included four meetings and the second cycle included three meetings. The findings presented in the Chapter IV showed that there were good improvements after having the actions.

The actions implemented in Cycle I included: implementing the intensive reading stages; training the reading techniques and strategies; teaching grammatical points; drilling the students' pronunciation; using power point presentations and multimedia; distributing handouts. There were also unplanned actions done, such as playing songs and games. The students reading comprehension skills improved, because they did reading activities with the right method (intensive reading) and used the reading techniques and strategies. The improvements also could be seen in their pronunciation and grammar understanding.

The actions conducted in Cycle II were: implementing the intensive reading stages; training the reading techniques and strategies; teaching grammatical

points; drilling the students' training; using power point presentations and multimedia; distributing handouts; and motivating the students through stories. After having the actions in this cycle, the students had more improvements in comprehending the English texts, pronouncing English words, their involvement in learning activities, and their motivation.

The changes and improvements were not only in the students' skills, but also in our behavior: the students, my collaborators, and me. Good changes in behavior were influential factors that indicated the success of action research.

1. The Changes in My Behavior

Before I went to school for the preliminary observation, I asked myself, "Could I make it?" After knowing the real situation, I changed my mind. I had to do something and I believed I could make it. Since the nature of this research was collaborative and democratic, it was necessary to share the plans, the results of the observations and the interviews with my collaborators. This process taught me the cooperation value and the importance of positive thinking. I thought that action research was not only an approach to improve problematic situation, but also a means of the researcher to be more cooperative and democratic. This idea was based on the characteristics of collaborative action research.

In the process of conducting the actions in the English class, I got a lot of meaningful lessons. The first lesson was from the way I treated the students. After having consultation with my consultant, she suggested me to read the law of human rights and the regulations of teachers in Indonesia. What I got from my reading was useful, especially in the classroom. I met twelve students who had

different characters and abilities. In this situation, of course, I had to be wise in treating them; no discrimination. I should not be easily judged the students from their physical appearance. In fact, they had got incredible talents. In terms of teaching, I had realized that the students were not the objects. They were human being, not robots. They could think and had rights.

I learnt how to deal with the problems occurred in the classrooms, administration, and my personal problems. When I had personal problems, I could not bring it to the classroom. I had to try to be a good teacher and had to make my students more motivated. For all criticism and suggestions, I had to be more open minded.

2. The Changes in the Students' Behavior and the English Class

The English class become more fun and enjoyable. The students were more motivated and interested in learning English. Form the post-project questionnaires, the students wrote that they were more confident and motivated. In the end of the actions, they also asked me to stay longer and teach them till they graduated.

3. The Changes in My Collaborators' Behavior

The English teacher were more open-minded, especially with new things such as techniques, strategies, and media in teaching. She admitted that she did not use the media like I did and she would try to use various media in her teaching later. My colleague realized that small number of students could make the process of

teaching-learning more conducive. He also learnt about action research from his experience of being my research collaborator.

B. Implications

The actions conducted in two cycles as the efforts to improve the quality of the students' reading comprehension skills had many implications, especially for the students. The implications are presented as follows:

- a. Intensive reading was a good approach to improve the students' reading comprehension. The intensive reading stages had made the reading activities more organized and meaningful. Each stage of intensive reading aimed different purposes. Therefore, the goal of reading activities (getting the meaning of the texts) could be achieved. In running this action, I used interactive models that combined bottom-up and top-down models. Bottom-up models helped the students to get the comprehension through knowing the meaning of the words and identifying grammatical structures. I also had used top-down models to activate the students' background knowledge. It implies that it is useful implementing the intensive reading activities with combining bottom-up and top-down models when doing reading activities.
- b. The reading techniques and strategies helped the students in the process of comprehending the reading texts. By knowing the techniques and strategies, the students could find important points of the texts efficiently. They become more confident in dealing with English texts. It implies that the reading techniques and strategies cannot be separated from reading

activities. It is necessary for the English teacher to maintain the students' progress and encourages them to always use the techniques and strategies.

- c. The students learned some grammatical points that were integrated into the reading activities. So they efficiently knew how to use the grammatical points in the texts. It implies that it is better to integrate grammatical explanation into reading texts or other activities.
- d. The pronunciation training improved the students' skills in pronunciation. They learned some phonetic symbols, how to pronounce them, and some common mistakes in pronouncing some English words. Those activities were integrated into reading activities. They, sometimes, read aloud some sentences or key words of certain texts. It implies that it is important to train the students to pronounce English words in order to improve their skills in speaking and reading.
- e. Using power point presentations, multimedia, and audio recordings made the atmosphere of teaching-learning process in the classroom interesting and different. The students were enthusiastic and did not feel bored. They were interested in looking at the pictures, listening the recordings, and watching the videos. They also had more practices in listening which were integrated into reading texts and conversation texts. Thus, their listening skills were improved as well. It implies that the teacher should utilize various media in teaching.
- f. The handouts consisted of the compilation of the learning activities and the materials from several sources. By distributing handouts, I made the

process of teaching-learning efficiently done. It implies that handouts are helpful.

- g. Motivating the students with real experiences and stories boosted the students' motivation and confidence. They got meaningful lessons and even entertainment. It implies that telling inspiring stories can be a recommended way to encourage the students.
- h. The songs and games created fun and enjoyable atmosphere in the classroom. In fact, all students loved listening to music and did fun activities such as playing games. It implies that it is reasonable to know our students' favorites in order to make them comfortable in learning English.

C. Suggestions

Based on the conclusions and implication above, I have some suggestions addressed to the English teacher and the school principal. In conducting teaching-learning process, the English teacher should enrich her teaching with various activities and media. She also should maintain the progress of the students in reading and encourage them to read English texts more. She should balance the teaching-learning activities in order to achieve the students' competences in mastering four skills of language. My suggestion to the school Principal is about the facilities for learning English. The school should provide more facilities that support the students in learning foreign language, English in particular, such as language laboratory, English magazines, and internet connection.

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APPENDICES

**APPENDIX A:
VIGNETTES AND
INTERVIEW
TRANSCRIPTS**

Vignette (Preliminary Observation)

Day/date : November 29, 2012
 Time : 09.15 – 10.45 a.m.
 Place : XI class of SMK PIRI 2

The teacher started the class by greeting the students with salaam.

"Assalamu'alaikum wr.wb."

"Wa'alikumsalam wr.wb." the students replied together.

The teacher continued saying "Good morning everybody?" and right replied by the students "good morning". "How are you today?" the teacher. "Fine. Thank you. And you?" the students. "I am fine too. Thank you," the teacher.

The teacher began leading the material. "We have learned about future plan last week. And We now still discuss it by reading the text. We will talk about future life, the better life as we want. It relates to the profession or job. Now, please open your module page 63. There is a text about Andhito's plans."

The students opened their own books.

"Starting from Ika. Please read paragraph one, *ya*." The teacher sat on her chair while Ika was still busy trying to find the page. Since Ika spent long time finding it, the teacher helped her. The teacher got the different book with the students.

"Oh, halamannya saja yang beda. Teksnnya sama. Baik, dengarkan teman kalian membaca. Oke?"

Ika began to read the first paragraph. She made some mistakes in pronouncing the words in it. The teacher directly corrected her. After Ika read the paragraph one completely, the teacher asked all students to translate it.

"What is the meaning of career?" the teacher. No one answered her question.

"Career ya karir, sama seperti bahasa Indonesia. And then application letter? Apa artinya?"

Some students loudly said, *"surat aplikasi!"*

"Maksudnya surat aplikasi?"

"SMS, Bu." A student sitting at back answered and everybody laughed.

"Lho, kok SMS? Ini sering lho dipakai, terutama kalau melamar pekerjaan. Jadi apa artinya?"

The students kept quiet.

"Surat lamaran pekerjaan. Oke, selanjutnya, Wahyu silakan baca," teacher said.

Wahyu read the text carefully and the teacher translated the text by her own.

"Berikutnya." The teacher asked the student sitting in front of Wahyu to read the next paragraph. She tried to read it but she made mistake in pronouncing "can". She pronounced it like pronouncing "can't" and the teacher directly corrected.

Then the teacher translated the text and gave some explanation about the text. Sometimes she told pieces of stories that might motivated the students.

In the middle of her explanation, she also made a review about future tense, its patterns. "Oke. Go on, *kembali ke* reading text. Third paragraph, *ya*. Tika. *Yang lainnya dengarkan.*" Tika started reading. Her reading stopped because she made a mistake in pronouncing "young" with strange pronunciation. It sounded like /jaŋ/ at the first time and /jeŋ/ after she repeated it. Everybody laughed at her and the teacher corrected her pronunciation. Tika continued her reading stammerly.

“Wahyu, *coba. Apa artinya kalimat ‘I am young and I am healthy’?*” The teacher asked Wahyu. He translated it, “*Umm, ‘saya muda dan saya sehat.’*”

“*Lalu, kalimat selanjutnya? I’ll learn all things about salesman?*” the teacher.

Wahyu was silent. The teacher encouraged the other students to help him. “*Apa artinya ‘learn’?*” she asked. One student said, “*mendengarkan, Bu.*” The teacher smiled and told her that ‘*mendengar*’ is ‘listen’ and ‘learn’ is ‘*mempelajari*’. Then she instructed them to write unknown words down on their own notes. She also reviewed the material on grammar: subjects and to be/auxiliary verbs.

After finishing reading, the teacher led the students to answer the questions of the text in multiple choice type. Unfortunately, no one of the questions could be answered correctly by the students. The bell rang. The teacher ended the class and left two more exercises.

“That’s all for today. *Latihannya dikerjakan di rumah, ya. Sambil belajar.* See you. Wassalamu’alaikum wr.wb.” Her salaam replied by the students.

Vignette 1

Day/date : Thursday, March 7, 2013

Time : 09.15 – 10.45 a.m.

Place : XI class of SMK PIRI 2

Meeting : 1st meeting

Topic : Compliment

The students were ready to join the class. When I greeted them, “Assalamu’alaikum warahmatullahi wabarokatuh” they replied together “Wa’alaikum salam warahmatullahi wabarokatuh.” I then said, “Okay, class. How are you today?” The students replied loudly, “I am fine. Thank you. And you?” I said “Wow. I am also fine. And you look great today. Kalian terlihat bersemangat hari ini, ya.” Some of them smiled and said “Ya.” Then, I said, “Ya. Kalian harus tetap semangat. Because today we are going to learn English. Karena kita akan belajar Bahasa Inggris.”

I started the material by presenting my first slide about a situation. I read the sentence that was appeared. “Well, look at the slide. When your friend looks tidy and nice. Ketika teman kalian terlihat tidy, rapi. And nice. What is nice?” One of the students answered “Baik.” I responded to her answer, “Yup! Baik, bagus, enak dilihat. So, when your friend looks tidy and nice, what you are going to say to your friend about the look. Apa yang akan kalian bilang ke teman kalian jika melihat penampilannya yang tidy and nice. In Bahasa, dalam bahasa Indonesia.” The students kept silent. Some smiled and whispered to her chair-mate. I tried to get the students’ attention. “So, what? The expression. Ekspresi bagaimana yang akan kalian berikan.” A student who was sitting in front of the row said slowly, “Wow, keren.” And another student said “Bagus, ya.” Then I responded to their answers. “Betul. Wow keren, bagus, ya. What else? This row, baris ini. Selain

tadi, apa lagi kira-kira?" The students of that row only smiled and did not have any idea.

I were back to the slide and presented a picture with the expression for responding to the situations. I continued presenting the other situation. I read the sentence, "When your mom looks beautiful, so what you are going to say to your mom?" A student immediately said, "You are so beautiful." All students laughed and clapped. I then continued with another example of situation. "When your friend finished the job well. So, what you say?" The previous student said "Good job!" Her answer got claps from her friends. 'Yup. You are good. Good job!'

I led the students to the topic. He asked the students to guess the function of the expressions in Bahasa. One of them said, "ekspresi." I nodded and asked what kind of expression. Then, a student said "pujian." After got the point of the topic, I presented the expressions of giving compliments. I asked the students to read the expressions and tried to connect the expressions with real situations.

The next activity, I played a video about a gadget. I said that the gadget was my friend's. And I asked the students to give compliment to my friend. A male student immediately gave his compliment, "Wow, awesome!" and continued with other responses from other students. Most of them put 'wow' in their expressions. I showed a picture of a female comedian and presenter of Indonesia, Jeng Kelin. All students laughed. I asked them to give any compliment to her. Kept laughing, some of them said "No. No. No." "Oh, come on. Please give her your compliment." Finally, one of them said "She is beautiful."

I moved to the next activity. I wanted to know how the students complimented their friends. I chose SMS for the media. Each student sent his/her friend a compliment and then one by one read what his/her friend told about. Class was full of smiles and claps. I sometimes corrected their mispronunciation. Most of them said that their friends were beautiful or handsome. After that, I distributed handouts to the students. First activity of the handout was reading the dialogue between man and women. The dialogue was about complimenting each other. I asked the students to fill the blank spaces first by listening the dialogue. The missed sentences of the blank spaces were the expressions of giving and responding to compliments. I played it three times. Then, I checked the students work. I chose a student to read a sentence of the dialogue and his answer. All the students got the same answers. The first student chose his friend to continue the dialogue and answer the next number. When a student made a mistake, I allowed the others to correct. The activity was continued by reading the text and answering the following questions. Only three students got three wrong answers, and the rest was made it well.

I made sure of my students' understanding of the topic (compliment) by giving the students the task. I asked the students to match the situations with the correct expressions. In this activity, the students made it. All students matched them correctly. I always asked all students to read the situations and the expressions loudly.

I gave the students vocabulary that included nouns and adjectives. I explained the characteristics of both categories and then asked the students to identify nouns and adjectives from the random words. I also asked them to find the meaning. After

that, I asked the students to write the word on the board. Initially there were no students who went first. I then invited one student to write three of the words on the board and the other students come then in turn. One student wrote word “street” as adjectives. “Street. Is it adjective?” And a male student said immediately, “Noun.” “Ya. Street itu jalan. Jalan itu sesuatu. Kalau sesuatu itu nouns. Nah, adjectives itu adalah yang mencirikan sesuatu tadi. Okay?” All students nodded. “Any questions?” The students said, “No.” “Understand?” “Yes.” Then I gave them compliment, “You’re cool.”

The next activity was reading a text. The text was an article about Jakarta Fashion Week. I told the students that reading was challenging. I also convinced them that they did not need to know every single word of the text, especially in English. “Yang terpenting adalah kalian get the point. Tahu maksudnya.” Then I introduced ‘scanning’ to the students. I explained how it worked. At that time, I used how to get information by using 5W+1H. After the explanation, I led the students to practice using scanning method by answering the questions. The questions were put before the text. The students worked in pairs. I walked around the students to monitor their work and help them. In the last activity, I asked the students, one by one, to read and answer the questions. The students answered the questions well. No one made mistakes. They then clapped. I asked, “Ada yang salah satu?” The students, “No.” I, “Salah dua. Salah tiga?” The students said, “No.” I, “Betul semua?” “Yes.” The students smiled. “So, bagaimana perasaan kalian bisa membaca teks bahasa Inggris dengan scanning dan dapat menjawab semua pertanyaan dengan benar?” A student said in one voice, “Happy.”

I reviewed the recent material and close the class. “Wassalamu’alaikum warahmatullahi wabarokatuh. See you.”

Vignette 2

Day/date : Thursday, March 21, 2013

Time : 09.15 – 10.45 a.m.

Place : XI class of SMK PIRI 2

Meeting : 2nd meeting

Topic : Opinion

The students were talking each other when I came in. I set the LCD projector and his laptop. I stood in front of the class a couple minutes then. I greeted the students. “Good morning, class?” The students replied, “Good morning.”

“How are you today?”

“I’m fine. Thank you. And you?”

“I’m fine too.”

I got the students’ attention. “Are you ready to learn English today?” Only a male student who responded to my question. “Yes. Ready.” I continued speaking. I reviewed the previous material in the last meeting first. I asked the students to give the examples of compliments, but many students forgot the meaning of compliment. I tried to recall the students’ memory about it, till one student said,

“Pujian.” After that, I asked the students to give examples of compliments. The students only whispered each other. A student in the second line of the right row stated, “It’s not good.” I made sure her statement. “You mean, it is cool? Right?” She nodded, “Right.” Then the others mentioned the other examples, such as wonderful and awesome. I also reviewed the reading method and recalled the students’ memory about it. The students still kept silent. I tried to use another term of calling the method. “Jurus membaca yang kita pelajari di pertemuan kemarin apa, ya?” A student in front line said, “Scanning.”

“Right. Remember?” The students said yes.

I told the topic. I showed a picture of a girl in hijab. I asked the students opinion about that girl, “What do you think about this girl?” A student said, “She is beautiful.” Then I moved to the next picture, a picture of a guy. It was Tex Saverio’s picture. I asked the students opinion again. The students made some jokes to the picture. I said that the guy in the picture was handsome.. The students disagreed with me. I showed the collections of his designs, and I asked the students for their perception. The students then tried to give their opinion about the guy.

The next activity, I gave the students the text of conversation. I asked the students to read it silently. After reading, I went on the following questions. I read the questions and the students answered. When I asked the students to find the expressions of giving opinion, they were stuck. I walked around the students while giving some hints to them. A student said, “In my opinion.” I, “Good. In my opinion.” After that, I showed the expressions of giving opinions on the slide. I explained the expressions and gave examples of them. I also gave them the key words related to opinion. Next, I went back to the conversation. I asked the students to find again the expressions of giving opinion. The students finally could find them. I also asked them to underline the difficult words. I came to the students chairs to look at the words they underlined. Then I discussed the words with the students.

The next activity was reading another text. I gave the students texts about Hana Tajima, a young Muslim designer from England. First, I explored the students’ background knowledge about her. I asked them about her. A student said that she has known Hana Tajima since she did practice at field practice. She said that she has made the hijab style of Hanna Tajima. She kept smiling and her friends looked at her.

After that, I gave the keywords of the text without any translation. I asked the students to use the dictionaries to get the meaning. I firstly taught the students how to use dictionary. I explained examples of common abbreviations, such as *kb*’ or *‘kata benda’* for nouns, *‘kkt’* or *‘kata kerja transitif’* for intransitive verbs, and *‘ks’* or *‘kata sifat’* for adjectives, so the students could easily find the meaning and the category of the words. I also introduced and taught them how to read the phonetic symbols. After that, I asked the students to identify the category of the words or parts of speech. I used One Odd Out game. When the students were working with their dictionaries, I came to their chairs. I checked their works. After that, I discussed the words with the students.

After dealing with the keywords, I then asked the students to read the text silently. I reminded the students to use scanning method in reading the text. After reading, the students answered the following questions and then I discussed their answers. I reviewed the recent material and he closed the class by saying salaam.

Vignette 3

Day/date : Monday, March 25, 2013
 Time : 09.15 – 10.45 a.m.
 Place : XI class of SMK PIRI 2
 Meeting : 3rd meeting
 Topic : Procedure

The students were already at the classroom. They have been there completely before I came. I entered the classroom and prepared himself. I took his position in front of the classroom and greet the students.

“Assalamu’alaikum wr.wb.” His salaam was replied directly by the students. “How are you today?” The students all answerd, “I am fine. Thank you. And you?” I said, “I am good. He checked who was absent. I asked the students in English. The students said, “Three person.” They mentioned the names, but they did not know the causes.

I went to the material. I asked the students about the previous material. The students mentioned the title of the text read in the previous meeting. After making sure that the students still remembered the material, he then continued to the new material.

“Well, we are now turning to the new material. Our material today is something familiar. Materi hari ini adalah sesuatu yang familiar dengan kalian.” I distributed the handouts to the students. After that, he wrote down the topic of the day on the board. I wrote “Sign”. I explained the word first, such as how to pronounce and added the term “signal”. He discussed them with the students and tell them some misunderstanding of pronouncing the words. I showed the pictures of public signals to the students. The students could see also on their handouts. I asked the students to match the pictures with the meanings. I went to the students’ chairs to help them. After that, I discussed the meanings while also asked them where they could find them.

First picture was the picture of litter disposal. I asked the students where they found it. “Where can you find this signal?” The students mentioned some possible places, “Kamar mandi, makanan kering....” I moved on the other pictures and discussed the meanings.

After discussing the signals, I turned to the text. There was the text in conversation form. I instructed the students to read it silently. A couple of minutes later, I asked them about the text. “What is the text about? Tentang apa ya textnya?” A student in the back said “starting copier.” “What is copier?” I wrote down the word “copier”. The students still did not have idea about it. I gave the clues and finally the students got the meaning.

I wrote three key words of the text. I confirmed the meanings to the students. The students were not sure about the meaning of “plug in”. I gave an example to describe it. I went to an electrical source and acted like plugging in. Wahyu said in Bahasa Indonesia with Javanese word, “Oh, mencolokkan.” The other students laughed. Then I gave the right meaning in Bahasa Indonesia, “Plug in sama dengan menancapkan.”

After that, I discussed the examples of conjunctions from the text. The students mentioned the conjunctions that they found. I briefly told them the function too. The next activity was discussing the text. I ask the students to tell him the first step to start a copier machine. “What is the first step to start a copier machine?” Tika answered in Bahasa Indonesia. “Pertama, nyalakan mesinnya.” And Wahyu answered in English, “First, turn it on.” I continued to the next step. The students tried to participate, but they were like whispering. The voice of Wahyu and Tika were still dominated the class. “What is the second step?” The students answered, “Press the start button.” I shortly asked the difference between button in machine and in clothes. The students could not answer it. When I pointed his shirt, the students immediately said “kancing.” I also gave explanation about the difference between “like” as a verb and as a preposition.

The next activity was reading another text with different topic. The focus was still about procedure or steps. I asked the students to read the text in pair. For about three minutes later, he discussed the text by using the following questions. The students could answer the questions well, but they mispronounced some words, such as “sugar”. They pronounced it as /sagôr/. I gave them feedback directly.

In the end of the activity, I played a song “Everything at Once” by Lenka. They listened to the song. They tried to follow the singer sang the song. They smiled and sometimes looked at me. There, they attended their understanding on how phrases were formed well. They also learned nouns and adjectives from the lyric. Before I closed the class, he gave the students homework. The class was closed by salaam.

Vignette 4

Day/date	: Thursday, March 28, 2013
Time	: 09.15 – 10.45 a.m.
Place	: XI class of SMK PIRI 2
Meeting	: 4 th meeting
Topic	: Procedure

I came late and left one hour. The students were ready at the classroom. Some of them smiled at me. I stood up in front of the class and opened the class. “Assalamu’alaikum wr.wb.” The students replied, “Wa’alaikumsalam wr.wb.” “How are you today?” I. “Fine. Thank you. And you?” I said, “I am not so fine. I am late. I forgot the time. I am sorry.” I distributed the handouts of the material. After distributing, I asked the students’ homework. I came to the students chairs and check their works. There were the students who haven’t done it and there

were also the students who were absent when homework was given, so they just looked at their friends' works.

"In the previous meeting, you have learnt adjectives and nouns. Dari lagunya Lenka, kalian dapat latihan membedakan nouns dan adjectives. So, sebutkan lima adjectives dari lirik lagu tersebut!" The students mentioned, "Sly, fast, free, strong, big." I asked them the meaning of the words. "Okay. And what are their meaning? Apa artinya?"

Wahyu answered, "Sly itu licik." The other students also mentioned the other meaning, "Strong itu kuat, fast itu cepat, brave berani, and free itu bebas."

After discussing five adjectives, I asked the students to mention five examples of nouns. They mentioned together, "fox, ox, hare, bear, bird, and words." I asked them to tell the meanings. I went to the students on the back line. They mentioned the meanings, "Fox itu rubah. Ox itu lembu. And then, hare, kelinci." I gave a short explanation about synonym. I took the word 'hare' which had the same meaning as 'rabbit' and 'swine' with 'pig'.

After discussed homework, I led the students to take a look at the words in the box. There were vocabulary which has been classified based on the category nouns and adjectives. They read the words and underlined the unknown words. I invited the students to have pronunciation practice. I asked the students to repeat after him. They pronounced the words by themselves after having practice with me. Sometimes he corrected mispronounced words. When the students got difficulties in knowing the meaning, I gave them clues, so the students could guess the meaning.

To make sure the students' understanding of the words, I played a game. The students had to mention in turn and fast the words after I told them the category of the words. They clapped in between. The students did it fun, especially when they mentioned wrong words or same words and they had to find the other words.

After having fun with the game, I continued teaching them how to make a phrase containing nouns and adjectives. I explained the concept and directly gave them time to practice. I wrote down ten phrases in Bahasa on the board and the students translated them into English. In the end of the class, I played a song of Josh Groban "You Rise Me Up". I asked the students to attend the structure of the phrases. I reviewed the material and closed the class by greeting.

Vignette 5

Day/date	: Thursday, April 4, 2013
Time	: 09.15 – 10.45 a.m.
Place	: XI class of SMK PIRI 2
Meeting	: 5 th meeting
Topic	: Facts and Figures

The students were quiet enough when I came in. I prepared myself and stood up in front of the class. I greeted the students, “Assalamu’alaikum wr.wb.” Loudly, the students replied, ‘Wa’alaikumsalam wr.wb.” I checked the attendance of the students. There were two students who were absent.

The first activity was listening. But, there was a problem with the speakers. It did not produce a good clear sound. It might make the students hard to get the points of the conversation. So, I decided to directly read the conversation for the students. The students had to complete the blank spaces. Before doing it, I briefly gave the students the instruction of the activity. I also made sure that all students could listen his voice clearly, because the sound from a fan was noisy.

I firstly asked the students some questions about the conversation. “Who are in the conversation? Siapa dengan siapa, ya?” They said, “Sam and Jane.” I read the conversation three times while walking around the students’ chairs. After reading it, I checked what my students got from my reading. I asked the students to read the incomplete sentences. When I wrote down the first answer, some students said, “oohh...” I made sure that they wrote the right words. I also explained the grammatical side of the words. For the next words, I asked the students the spelling of the words as well. After all sentences were completely done, the students read vocabulary taken from the conversation. I asked them to find the meaning too. They then learned pronouncing the words with me. While practicing, I sometimes added more information about the words, such as the distinction of the pronunciation.

The activity was continued by discussing the whole text. I checked the students’ comprehension. One of the question contained a term “elementary school”. Some students forgot the difference between the levels of the school in Indonesia. “What is elementary school?” I asked. A student in the back said “liburan sekolah”. I smiled and then wrote down some relating terms, such as junior high school, senior high school, and kindergarten. While I was writing, the students in the back guessed the meaning. They got clues from me. I made the students fresh again when he asked the students whether they wanted to go to high school or not by praying and all students said ‘amen’. I continued the discussion.

“Okay. Next, who is Sam’s best friend?” The students confidently mentioned “Matt”. I asked again, “And who is Matt?” A student answered in Javanese language, “Iki, kancane Sam.” Another student also answered right after his friend answered in Javanese. “Sam’s best friend.” The students could not answer what their teacher expected. I then slowly gave them clue and they finally could answered it. “Neighbor!” I made sure the meaning of it, “What is neighbor?” A student answered in Javanese again, “Tangga” /tonggo/. I then asked them while using his right hand shaping the stairs, “Kalau tangga yang begini apa bahasa Inggrisnya?” The students seemed had no idea how to say it in English. So I tried to give them clues. I wrote the initial letter and put some dots as many as the letters of the words. There was still no correct responses. The students tried to guess the word. I put the second letter of the word. A student guessed, “/stil/!” I went on writing the last letter, “r”. Some students said, “/stir/”. Unfortunately, there was no students could guessed it correctly. I competed the word and trained them how to pronounce it.

Before moving to the next activity, I confirmed the students whether they had questions or not. They did not have any questions. I then asked them about their opinion of South Korea. “Kalian suka Korea Selatan?” There was a student who answered by singing a bit of Korean song. A student also mentioned the familiar word like ‘saranghae’. The other students also mentioned some words in Korean. After turning on the projector, I played a video about South Korea. The video was attractive, fun, and presented some young famous celebrities of Korea. So the students were interested to watch it.

After watching the video, I gave the students basic questions about Korea. “Where is Korea? In what continent? Di benua apa?” A student said, “Asia” but she seemed not sure and changed her answer. Other students guessed where it was. Later, because the students were still unsure with their questions, I gave them three options. “Pilih, ya. A. Europe, B. Asia, C. Africa.” A student in the back said, “Drama Asia. Jadi di Asia.” Everybody laughed. She got the idea due to the serial or drama on TV. I continued asking, “Asia-nya mana?” Some students mentioned together, “Tenggara.” “Well, Asia Tenggara or South East Asia.” I wrote it on the board and he invited the students to pronounce ‘south, east, and Asia’. I said that South East Asia was ASEAN and asked the students whether Korea was a member of ASEAN or not. The students were unsure, so I asked them to find the answer by rereading the books on Geography.

The next activity was reading a table of Korea. It was facts and figures of Korea. I gave the students a chance to read it first for about two minutes. After that, I showed the table in presentation and then discussed the points. Sometimes the students laughed when they found Korean words and played to pronounce it. The class was a bit crowded again. I shared his experience teaching Bahasa Indonesia for Korean. The students laughed again because he took examples of funny stories from my experience.

After that, they were back to the material. I led the discussion by posing some questions about the data. Sometimes I explained the points of the data. The students were a bit surprised when they found that about 49.3% of Korean had no religion. The activity was continued by question-answer session. The students also learned how to pronounce months in English.

The next activity was about past tense. I gave the students a text about Mozart. There was a short profile of him. The students read the text silently. For about two minutes, I directly asked the students some questions related to Mozart and the students could answer the questions well. After reading the text, I briefly explained the pattern of past tense and distributed a sheet containing a list of irregular verbs. I then taught the difference between regular and irregular verbs. Next activity was doing exercise. I walked around the students’ desks to check their work. After that, I discussed the answers with the students. In the end of the process, he gave the students homework. I distributed a mini blank dictionary to each student. They had to fill the dictionaries by themselves. So they could retain the words well. The bell rang and I closed the class by saying salaam. “Wassalamu’alaikum wr.wb.”

Vignette 6

Day/date : Monday, April 8, 2013
 Time : 10.00 – 10.45 a.m.
 Place : XI class of SMK PIRI 2
 Meeting : 6th meeting
 Topic : Convincing Others

All students were already in the classroom when I came. They had chit chat with their chair mate. I went to his chair and put my stuffs. I opened his laptop and turned it on, and then he played an energetic song from Bruno Mars “Locked into Heaven”. The song was such a hits song. Some students loudly sang following the melody. I stood in front of the class and smiled at my students. I let his students enjoy the song. While the song was playing, I gave the students motivation. The students attended me. After the song stopped and the students were quiet enough, I cheerfully greeted the students by saying salaam. “Assalamu’alaikum warahmatullahi wa barakatuh.” The students replied my salaam, “Wa’alaikumsalam warahmatullahi wa barakatuh.”

“How’s life?” me.

“Fine,” the students responded to me.

“Everyone is fine?” I made sure.

“Yes.”

“I am good. Who are absent today?”

“Two.” A simple answer was from the students. I asked further, “Where are they?” “Praktik Industri.”

I asked the students the previous material to the students. “What we have learnt in the previous meeting?” The students mentioned some points, “Regular verbs, irregular verbs, nouns.” I nodded his head. I led to a new material. “Well. Today we are going to learn about convincing others.” I wrote down the topic on the board. “Ada yang tahu apa itu convincing?” I gave examples in Bahasa Indonesia to make the students understand by telling short story. Finally the students got the meaning by guessing.

“Do you bring your dictionaries? Kalian bawa kamus, nggak?”

“No.” The students asked Wahyu to take the dictionaries in the library. Wahyu went with Tika. I convinced the students the importance of mingling with dictionaries. “Your teacher is not a dictionary. Guru kalian itu bukan kamus. So, biar kalian lebih ingat dengan kosakatanya, consult the meaning with dictionaries. Harus akrab dengan kamus.”

The next activity was reading the text in conversation form. “There is a conversation. Before reading it, you can see the keywords.” He wrote the word “keywords” on the board and asked the students its meaning. “What is keyword?” The students had no idea. “Kalian tahu kata ini?” I wrote “password”. A student said “kata sandi”. “Nah, what is ‘key’?” The students said, “Kunci”. “So, keyword adalah...” A student said slowly, “kata kunci”. “Yep! That’s correct. Keyword itu kata kunci.”

I explained briefly the function of using keywords in comprehending reading texts. I moved on the keywords and asked the students the meaning. “What is ‘going to’?” The students kept silent. I then wrote an example, ‘I am going to eat’. I closed a couple of the students in front line and asked the meaning. One of them answered, “Saya mau pergi makan.” I said that the translation was still strange and unnatural. The student completed her answer, “Saya mau makan.”

“Good. Jadi kalau saya bilang ‘I am going to go to Malioboro’ gimana mengartikannya?”

The students translated it slowly, “Saya mau pergi ke Malioboro.” I wrote the meaning next to the sentence. “So, what is the meaning of ‘going to’?” The students were still confused. I reread the meaning of the previous translation and repeatedly read the meaning of ‘going to’. After that, the students got the point.

To make sure that students got the correct understanding, I said a sentence in Bahasa Indonesia and the students directly translated it into English. Wahyu and Tika came in and they distributed the dictionaries to their friends, one desk got one dictionary. I continued discussing the keywords. I did not translate the words directly when the students did not have any idea. I always connected the terms with the real use. If the students could not get the meaning at all, I instructed the students to consult with the dictionaries. After finding all meanings, I led them to pronounce the keywords. At first, I read the words and the students repeated after him. After that, I asked the students to read the words by themselves.

The next activity was listening to the recording. I played the conversation and the students filled incomplete sentences. Because the conversation from the recording was fast, I read for them twice. After that, I asked a student to read the sentence including number one. All students got the correct answer. The first student pointed the other student to read and answer the next number and so on. All students could complete the sentences in the conversation correctly.

I instructed the students to answer the following questions. They wrote the answers and I monitored their work. For about ten minutes later, I checked their answers per number. The students could answer the questions well. The problems were their pronunciation. I gave them feedback directly because the time was close to the end.

The bell rang. I reviewed the material, especially about the function of keywords. “Apakah kalian lebih dapat memahami teks dengan bantuan keywords?” The students said, “Yes”. I ended up the class by saying salaam.

Vignette 7

Day/date	: Thursday, April 11, 2013
Time	: 09.15 – 10.45 a.m.
Place	: XI class of SMK PIRI 2
Meeting	: 7 th meeting
Topic	: Invitation

I came in and the students were a bit noisy. I stood in front of the class and asked the students at back to move to the empty chairs in front of them. The class was quiet and I opened the English class by saying salaam, "Assalamu'alaikum warahmatullahi wa barakatuh." The students replied his salaam. "How's life?" Wahyu said loudly, "I am very well. Thank you. And you?" I smiled at him, "I am very good."

"How many students were absent today?"

"Four."

"Where are they?"

"Ada penyuluhan."

"OK. Well, what about your mini dictionary? Sudah diisi?"

Some students said 'sudah' and some of them kept quiet. I went to their chairs to check their works. I found some of them had written ten words in their mini dictionaries and a student in back line had filled all lines in the dictionary. It was surprising me because the student was usually silent.

I gave the students motivation before going to the material. I told a story about a boy who tried to escape from a chasing dog and he could jump and pass a fence and drain. The students attended me seriously. I quoted the term of Yohanes Surya, an Indonesian physician, MESTAKUNG (seMESTA menduKUNG). The students smiled.

After giving motivation, I led to the main discussion of the material. I made an example related to the context first and the students guessed in Bahasa Indonesia. The topic was about invitation.

I presented some common expressions for inviting people on the handouts. The students read the expressions silently and then read them loudly one by one. I corrected their mispronunciation by confirming the pronunciation first to the students. "How to pronounce 'let's pray'?" A student pronounced 'pray' like /prai/. The other students could give the correct one.

I wrote 'Would you like to' on the board and I train the students how to pronounce the word 'would', /wud/. The students practiced it and also tried to pronounce other words which had similar characteristics, such as 'could'. After that they practiced pronouncing the expressions after I.

I continued teaching the students the expressions of accepting and refusing invitations. They also had pronunciation practices, such as pronouncing 'accept'. At first the students pronounced it like /aksep/, but I corrected their pronunciation. The next activity was doing exercise. The students had to use the expressions, accepting and refusing invitation, to respond the invitations written in the dialogue. I only put the clues, such as 'A accepts or B refuses'. The students were free to choose the expressions.

After doing it, I asked the students to read their answers. They did it in pair, because the text was the conversation between two people. The first student mispronounced the word 'would' but I reminded her the correct one. "Oh iya, lupa."

The second student miswrote the word 'pleasure'. She wrote 'pressure'. So, when her partner read the answer (responding to invitations), she also mispronounced it.

I corrected her and she laughed and directly wrote the right one. When I told them the meaning of pressure, her friends laughed loudly.

I went to the next activity. The students read a longer conversation. Before reading it, I presented the keywords of the text. I asked the students to find the meaning of unfamiliar words by using the dictionaries. After that, the students read the text silently. The activity after reading was answering the comprehension questions. The process run smoothly. The students also could answer the questions well.

I then gave the material about prepositions. I firstly explained what prepositions were and the functions. At that time he taught three kinds of prepositions: in, on, and at. In explaining the material, I used real objects in the classroom and sometimes put himself in front to explain 'in front' or in the corner to mean so. The students tried to use the prepositions when I pointed something or moved his position. This way made the class fun and crowded.

In the end of the process, the students read a reading text about someone. There were ten blank spaces to fill with prepositions. The model of the assessment was cloze test. For about seven minutes later, I discussed the answers.

Interview Transcripts with the Students

Interview Transcript 1 (March 7, 2013)

- R : Gimana menurutmu kelas tadi?
 S1 : Sangat membantu
 R : Sangat membantu bagaimana?
 S1 : Mudah mempelajari.
 R : Bagaimana dengan teknik scanning dalam membaca?
 S1 : Sangat membantu banget dan mudah.
 R : So, teknik scanning tadi sangat membantu kamu dalam memahami bacaan?
 S1 : Iya.

Interview Transcript 2 (March 7, 2013)

- R : Bagaimana menurutmu tadi kelasnya?
 S2 : Enjoy. Asik juga. Pembelajarannya mudah.
 R : Terus, kamu menemukan kesulitan tidak dalam belajar tadi?
 S2 : Tidak ada kesulitan.
 R : Menurutmu materi bacaan yang diberikan tadi terlalu mudah atau bagaimana?
 S2 : Sedang. Tapi karena pakai teknik scanning tadi jadi lebih mudah.
 R : Jadi teknik tadi membantu kamu dalam memahami teks?
 S2 : Iya.

Interview Transcript 3 (March 7, 2013)

- R : Bagaimana menurutmu kelas tadi?
 S3 : Sangat menyenangkan. Sangat membantu untuk bisa bahasa Inggris. Jadi lebih mudah untuk memahami dan mencerna kata-kata bahasa Inggris tersebut.
 R : Kalo pas reading tadi, gimana menurutmu teknik scanning?
 S3 : Jadi gampang memahami teksnya.

Interview Transcript 4 (April 4, 2013)

- R : Dengan adanya kata kunci dan artinya, kamu merasa terbantu, nggak?
 S4 : Iya, merasa.
 R : Kamu paham maksud dari conversation ini?
 S4 : Iya.

Interview transcript 5 (April 4, 2013)

- R : Lembar kata kerja dan kamus kecil membantu, nggak?
 S4 : Bisa, membantu.

Interview transcript 6 (April 4, 2013)

- R : Tadi dikasih kata kunci membantu kamu lebih memahami teks, nggak?
 S5 : Iya. Bisa.
 R : Lembar kata kerja yang ada V1, V2, dan V3, bisa membantu kamu?
 S5 : Iya, sedikit.
 R : Kalau kamus kecil itu?
 S5 : Iya, membantu.

Interview Transcript 7 (April 4, 2013)

- R : Bagaimana menurutmu belajar bahasa Inggris pake musik?
 S6 : Enjoy.
 R : Kenapa?
 S6 : Yo, ngrasa seneng dan lebih santai aja.

Interview Transcript 8 (March 7, 2013)

- R : Gimana perasaan kalian ketika dapat menjawab semua pertanyaan dengan benar?
 S : We are so happy.
 R : Itu karena pertanyaannya gampang atau karena tahu caranya?
 S : tahu caranya.
 R : Pakai jurus apa?
 S : Scanning.

Interview Transcript 9 (May 30, 2013)

- R : Menurutmu, media pemakaian media power point dalam pembelajaran bagaimana?
 S7 : Lebih menarik, lebih mudah dipahami, dan simple.

Interview Transcript 10 (May 30, 2013)

- R : Kalo belajar B.Inggris pake music?
 S8 : Mudah dipahami.
 R : Terus?
 S8 : Lebih asik dan lebih santai.

Interview Transcript 11 (May 30, 2013)

- R : Kalau belajarnya pake video?
 S8 : mudah dan menarik.

Interview Transcript 12 (May 30, 2013)

- R : Pendapatmu belajar B.Inggris dengan tugas kelompok/berpasangan?
 S9 : Suka. Lebih gampang karean ada diskusinya.
 R : Membaca dengan berkelompok gimana?
 S9 : Lebih gampang.

Interview Transcript 13 (May 30, 2013)

- R : Teknik membaca yang kamu pelajari membantu nggak?
 S10 : Sangat membantu. Jadi lebih mudah mencari jawaban dan memahami teks.hehe

Interview Transcripts with the Collaborators

Interview Transcript 1

- R : Gimana menurutmu kelas tadi, Sep?
 C : Bagus. Bagus. Pertama tadi siswanya diem aja, tapi pas agak ke tengah prosesnya, ada peningkatan. Nggak stagnan. Apalagi setelah diberikan aktivitas dan reading, mereka tuh appreciate. Jadi, kegiatan yang mas bikin emang membuat siswanya lebih aktif, gitu.
 R : Kalau interkasiku dengan siswanya, bagaimana?
 C : Sudah merata. Artinya tidak menitikberatkan pada satu anak. Semuanya juga dipantau. Jadi siswanya juga merasa kalo gurunya memantau semua dan adil.
 R : Menurutmu, aku terlalu mendominasi kelas, nggak?
 C : Nggak. Nggak.
 R : Kalau kegiatan readingnya gimana?
 C : Sebenarnya tadi saya agak terkejut juga pas tahu mereka belum pernah jawab pertanyaan bener semua. Mungkin karena sudah dikasih tau caranya, jadi lebih gampang gitu.
 R : Ada masukan untuk meeting selanjutnya?
 C : mungkin mereka perlu diberikan teks yang lebih menantang.

Interview Transcript 2

- R : Gimana dengan adanya latihan pronunciation tadi?
 C : Bagus. Tapi belum ke grammar juga, ya?
 R : Tadi kan udah ada part of speech. Soalnya mereka masih bingung bedain nouns, adjectives, atau verbs. Makanya aku tadi bikin klasifikasinya.
 C : Oh, berarti dari segi pengelompokkan kata sudah meningkat.

Interview Transcript 3

R : Menurut Ibu, permasalahan utama dari siswa bagaimana, Bu?

T : Kalau siswa, rata-rata, masih ada masalah. Terutama kalau reading. Apalagi kosakata dan pronunciationnya. Masih poor banget. Jangankan bahasa Inggris, membaca yang berbahasa Indonesia aja kurang. Tapi ada beberapa yang cukup baik.

R : Masalah lain, Bu?

T : Tentang jamnya. Untuk memenuhi tuntutan kurikulum, agak bermasalah karena kita dibatasi. Jadi kan bagaimana caranya kita memenuhi kurikulum itu dengan batasan yang sudah ada. Kadang nggak nyampe.

R : Bagaimana dengan penggunaan kamus?

T : Mereka males sekali bawa kamus. Padahal, kalau membaca, setidaknya kita translate, kan. Biar tahu artinya. Tapi, ya itu kenyataannya.

R : Bagaimana dengan reading mereka, Bu?

T : Reading memang harus lebih ditingkatkan, diperbanyak aktivitasnya. Dan kalau reading tu kan juga otomatis belajar tentang grammar, speaking, dan writing. Jadi 4 skill itu saling berkaitan. Iqra' dulu. Baca dulu, baru bisa yang lainnya.

R : Bagaimana usaha Ibu untuk meningkatkan vocabulary mereka?

T : Pakai dictionary. Dan mungkin bisa pakai media langsung seperti HP yang ada istilah-istilah dalam bahasa Inggris, lalu brosur, dan produk-produk seperti shampo.

R : Bagaimana dengan fasilitasnya, Bu?

T : Saya sudah mengusahakan tape recorder. Tapi itu cukup lama prosesnya. Selain itu juga buku. Saya pernah mengajukan buku-buku atau textbook yang bagus. Tapi awalnya dikabulkan 5 buah. Baru tahun ini, 2013, dikabulkan sejumlah murid. Waktu kelas satu, misal materinya tentang describing thing atau people, kita juga pake pictures.

R : Bagaimana ekspektasi Ibu ke depan?

T : Ya buku lebih banyak, terus juga penambahan fasilitas yang lain.

Interview Transcript 4

R : bagaimana menurut Ibu teknik scanning yang telah saya ajarkan ke anak-anak?

T : Memang dalam membaca itu kan harus tau bagaimana men-scanning dan penting untuk mengetahui secara keseluruhan, ya.

R : Teknik keywords?

T : Keywords apalagi. Kalau membaca tidak ada keywords, sudah bosan duluan karena tidak mengerti. Tapi kalau ada keywords, akan membantu untuk memahami, selanjutnya kata-kata lain kan dapat membantu.

Interview Transcript 5

R : Bagaimana menurut Ibu dengan pemakaian media presentasi yang saya pakai?

T : Itu bagus. Tapi harus lebih bisa memanage waktu ketika kita memakai media power point itu dengan waktu yang sedikit. Waktu kita banyak tersita untuk persiapan. Yang penting materi utama didahulukan dulu, dan media power point itu akan membantu juga supaya anak tidak bosan.

Interview Transcript 6

R : Bagaimana menurut Ibu tentang cara mengajar saya?

T : Kalau dilihat dari warming up sampai finishing sudah bagus untuk mas umar. Untuk performance juga sudah oke. Pokoknya mah sudah good-lah jadi guru. Hanya untuk membuat anak itu happy, games-nya dikurangi karena khawatir banyak waktu yang terbuang. Mungkin untuk SD-SMP itu sangat bagus, tapi kan ini sudah SMK.

Interview Transcript 7

R : Ibu, bagaimana menurut Ibu kelas tadi?

T : Sudah bagus. Cuma ketika LCD sudah tidak terpakai, lebih baik dimatikan, agar tidak mengganggu konsentrasi anak-anak.

Interview Transcript 8

R : Bagaimana dengan actions yang sudah saya lakukan, Bu?

T : Untuk actions-nya mas umar sudah bagus. Cuma saya pesan kalau sudah terjun di dunia teacher, RPP harus benar-benar disiapkan.

APPENDIX B: COURSE GRID

The Course Grid of the Teaching and Learning Process for the Students of Class XI at SMK PIRI 2 Yogyakarta

Cycle 1	Competencies	Learning Materials	Teaching and Learning Activities	Indicators	Media	Sources	Assessment
1 st meeting	Standard of Competency: 2. Able to communicate in English at the elementary level Basic Competency: 2.6.Expressing intentions	Topic: Fantastic! You've done your job well Language Functions: - Giving compliments - Responding compliment Key grammar: Part of speech (nouns and adjectives) Input Texts: Conversation, article Reading Strategies: Scanning, silent reading, analyzing vocabulary, and questioning	Activity 1 The teacher gives three different situations that require the students to give compliments. Activity 2 The teacher asks the students to look at some pictures with written compliments there Activity 3 The teacher asks the students to watch the video and try to respond to the video using the expressions of giving compliments (as they got from the previous examples)	Students are able to: 1. Give compliments to others in appropriate situation 2. Respond to compliments from others 3. Find information about fashion show event from an article using scanning 4. Identify adjectives and nouns	- Power point presentation - LCD - Video about a new gadget - Audio (conversation about giving and responding to compliment) - Speaker - Pictures (unique written compliments)	1. http://english4knowledge.blogspot.com/2011/02/2-expression-used-for-giving.html 2. www.eslfast.com/.../smalltalk09.htm 3. www.youtube.com 4. fashionesedaily.com	- Matching task - Scanning task

			<p><u>Activity 4</u> The teacher presents some common expressions to give and respond to compliments</p> <p><u>Activity 7</u> The teacher plays a recording containing the dialogue related to compliment and gives the students the transcript of the dialogue.</p> <p><u>Activity 8</u> The teacher asks the students to fill the blank spaces (the expressions used by the speakers to give and respond to compliments).</p> <p><u>Activity 9</u> The teacher asks the</p>				
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			<p>students to answer the following questions.</p> <p><u>Activity 10</u> The teacher instructs the students to match the expressions of giving compliments with appropriate situations</p> <p><u>Activity 11</u> The teacher asks the students to give their friends compliments and respond to them.</p> <p><u>Activity 12</u> The teacher gives the students examples of nouns and adjectives.</p> <p><u>Activity 13</u> The teacher asks the students to do exercise identifying nouns and adjectives</p>				
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			<p><u>Activity 14</u> The teacher gives the students a text about “Jakarta Fashion Week”</p> <p><u>Activity 15</u> The teacher teaches the students how to scan the texts</p> <p><u>Activity 16</u> The students practice scanning by reading the text in pair</p> <p><u>Activity 17</u> The students answer the following questions individually</p>				
2 nd meeting	<p>Standard of Competency: 2. Able to communicate in English at the elementary level</p>	<p>Topic: I think it is cool.</p> <p>Language Functions: - Giving opinion - Asking opinion</p>	<p><u>Activity 1</u> The teacher presents some pictures of a young fashion designer: Tex Saverio and his designs</p>	<p>The students are able to:</p> <ol style="list-style-type: none"> 1. Ask and give opinions 2. Scan and know the meaning of 	<ol style="list-style-type: none"> 1. Power point presentation 2. LCD 3. Pictures of fashion designers and their designs 	<ol style="list-style-type: none"> 1. www.topconversion.blogspot.com 2. www.islamic-defenders.blogspot.com 	- Scanning task

	<p>Basic Competency: 2.6.Expressing intentions</p>	<p>Key grammars: Part of speech 2 (nouns, adjectives)</p> <p>Input Texts: Conversation and an article</p> <p>Reading Strategies: Scanning, silent reading, key words, guessing, and questioning</p>	<p><u>Activity 2</u> The teacher asks the students opinion about the pictures with their own expressions (in Bahasa or in English)</p> <p><u>Activity 3</u> The teacher tells the topic and gives the examples of giving and responding to opinion</p> <p><u>Activity 4</u> The teacher gives the students a text (conversation) related to the topic (opinion)</p> <p><u>Activity 5</u> The teacher asks the students to read the conversation silently</p> <p><u>Activity 6</u> The teacher ask the students to find the</p>	<p>key words of the texts</p> <p>3. Identify nouns, adjectives, verbs, and adverbs from</p>	4. Dictionaries		
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			<p>expressions for giving and responding to opinion from the conversation</p> <p><u>Activity 7</u> The teacher asks the students to underline the difficult words and find the meaning using dictionaries</p> <p><u>Activity 8</u> The teacher asks the students to answer the following questions</p> <p><u>Activity 9</u> The teacher gives the students a text about the profile of Hana Tajima (a talented young Muslim designer from New York)</p> <p><u>Activity 10</u> The teacher gives the</p>				
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			<p>students some useful or key words from the texts</p> <p><u>Activity 11</u> The teacher teaches the students how to use dictionaries well</p> <p><u>Activity 12</u> The teacher asks the students to search the meaning of the key words by using dictionaries in pairs</p> <p><u>Activity 13</u> The teacher asks the students to silently read the text and answer the following questions individually</p>				
3 rd -4 th meeting	<p>Standard of Competency:</p> <p>2.Able to communicate in English at</p>	<p>Topic:</p> <p>Tell Me How to Make A Good Design</p>	<p>Meeting 3</p> <p><u>Activity 1</u></p> <p>The teacher shows the pictures of public signs and asks the</p>	<p>The students are able to:</p> <p>1. Follow instructions in English</p>	<p>1. Power point presentation</p> <p>2. LCD</p> <p>3. Audio (songs “Everything</p>	<p>1.www.wpclipart.com/signs_symbol</p> <p>2.English for Vocational Schools by Yiyis</p>	<p>- Sentence order task</p> <p>- Cloze task (rational deletion)</p>

	<p>the elementary level</p> <p>Basic Competency: 2.7. Understanding simple instructions</p>	<p>Language Functions:</p> <ul style="list-style-type: none"> - Describing process - Instructing and directing <p>Key grammars: Cohesive devices (conjunctions), part of speech (verbs, nouns, and adjectives), prepositions, and simple present tense</p> <p>Input Texts: How to texts, conversation, public signs, and song's lyric</p> <p>Reading Strategies: Scanning, silent reading, guessing, analyzing vocabulary, pronunciation, using cohesive devices,</p>	<p>students where they can find them</p> <p>Activity 2 The teacher asks the students to match the pictures with the instructions</p> <p>Activity 3 The teacher gives the students a dialogue about "How to start a copier machine"</p> <p>Activity 4 The teacher gives the students key words of the text, e.g. plug in, turn on, turn off, press, start, button, etc.</p> <p>Activity 5 The teacher gives the examples of conjunctions from the text, such as first, then, next, after that,</p>	<p>correctly</p> <ol style="list-style-type: none"> 2. Identify conjunctions, verbs, nouns, and adjectives 3. Analyze sentence orders (Simple Present Tense) 4. Guess the meaning from contexts 	<p>at Once)</p> <ol style="list-style-type: none"> 4. Speaker 5. Dictionaries 	<p>Krisnani</p> <ol style="list-style-type: none"> 3. www.azlyrics.com 4. www.youtube.com 	<p>- Picture-cued task</p>
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		and questioning	<p>etc.</p> <p><u>Activity 6</u> The teacher asks the students to silently read the process of making a cup of coffee in pairs</p> <p><u>Activity 7</u> The teacher asks the students to identify the conjunctions and answer the following questions</p> <p><u>Activity 8</u> The teacher plays a song “Everything at Once” by Lenka</p> <p><u>Activity 9</u> The teacher asks the students to follow the song and sing it together</p>				
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			<p><u>Activity 10</u> The teacher asks the students to identify nouns and adjectives from the lyric individually at home</p> <p>Meeting 4 <u>Activity 11</u> The teacher plays “Clapping Association Game” with the students in order to emphasize the students understanding of nouns and adjectives</p> <p><u>Activity 12</u> The teacher teaches the students how to pronounce the words</p> <p><u>Activity 13</u> The teacher asks the students to find the meaning of the difficult words by guessing using</p>				
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			<p>dictionaries</p> <p><u>Activity 14</u> The teacher gives the students a text about “How to Make Chocolate”</p> <p><u>Activity 15</u> The teacher gives the students the key words, especially verbs, of the text, such as: to make, to enter, to grow, to produce, to sort, etc.</p> <p><u>Activity 16</u> The teacher gives the students key words of the text with their meaning</p> <p><u>Activity 17</u> The teacher asks the students to read the text silently</p>				
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			<p><u>Activity 18</u> The teacher gives the students examples of verbs, prepositions, and conjunctions</p> <p><u>Activity 19</u> The teacher asks the students to identify verbs, prepositions, and conjunctions from the text</p> <p><u>Activity 20</u> The teacher asks the students asks the students to reread the text</p> <p><u>Activity 21</u> The teacher asks the students the questions related to the text</p> <p><u>Activity 22</u> The teacher plays a song “You Rise Me Up” and gives the</p>				
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			<p>students the lyric</p> <p><u>Activity 23</u> The teacher gives examples of Simple Present Tense and connect the explanation to the lyric</p> <p><u>Activity 24</u> The teacher gives the students a chance to find the other examples of Simple Present Tense from the lyric individually</p>				
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APPENDIX C: LESSON PLANS AND TASKS

**YAYASAN PERGURUAN ISLAM REPUBLIK INDONESIA
SMK PIRI 2 YOGYAKARTA
KELOMPOK PARIWISATA PROGRAM KEAHLIAN: TATA
BUSANA**

**Rencana Pelaksanaan Pembelajaran (RPP)
COMPLIMENT**

Mata Pelajaran	: Bahasa Inggris
Kelasa/Semester	: XI/Genap
Pertemuan ke-	: 1
Alokasi Waktu	: 2x45 menit
KKM	: 75
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara level Elementary
Kompetensi Dasar	: 2.5.Mengungkapkan maksud hati
Indikator	: Di akhir pembelajaran, siswa diharapkan dapat: <ul style="list-style-type: none"> a.Memberi dan merespon pujian (<i>jujur dan menghargai orang lain</i>) b.Secara aktif berlatih listening dan speaking (<i>disiplin dan giat</i>) c.Menggunakan teknik scanning dalam membaca dan menjawab pertanyaan bacaan (<i>disiplin dan teliti</i>) d.Mengidentifikasi nouns dan adjectives (<i>disiplin dan teliti</i>)

A. Tujuan Pembelajaran

- a. Terminal objectives
Siswa dapat memberikan dan merespon pujian
- b. Enabling objectives
 - Siswa dapat memahami dan memproduksi ekspresi-ekspresi atau frasa dalam memberi dan merespon pujian
 - Siswa dapat mendengarkan dan berlatih percakapan tentang pujian
 - Siswa dapat membaca dan memahami teks berupa artikel
 - Siswa dapat mengidentifikasi adjectives dan nouns

B. Materi dan Media Pengajaran

- a. Materi Pengajaran
 - Topik
Fantastic! You've done your job well.
 - Input teks
 - Conversation about giving and responding compliments
 - An article about compliment across culture
 - Pictures
 - Grammar
 - Nouns dan adjectives
 - Input Teks
 - Conversation dan article

- Strategi Membaca:
Scanning and questioning
- b. Media Pengajaran
 - Teks
 - Gambar
 - Video
 - LCD projector
 - Audio and speaker
 - Handout
 - Power Point Presentation

C. Metode Pengajaran

Genre-based approach

D. Langkah-langkah Pembelajaran

No	Kegiatan	Alokasi Waktu
1	<p>a. Kegiatan Awal</p> <ul style="list-style-type: none"> - Guru menyapa siswa - Guru mengecek presensi siswa - Guru mereview materi sebelumnya - Guru menyampaikan tujuan pembelajaran <p>b. Kegiatan Inti</p> <p><u>Kegiatan 1</u> Guru memberikan tiga situasi berbeda yang mendorong siswa untuk memberikan contoh pujian.</p> <p><u>Kegiatan 2</u> Guru meminta siswa untuk melihat beberapa gambar yang terdapat pujian tertulis di dalamnya.</p> <p><u>Kegiatan 3</u> Guru meminta siswa untuk melihat video dan mencoba untuk merespon video tersebut dengan menggunakan ekspresi-ekspresi pujian yang telah mereka dapatkan dari contoh sebelumnya.</p> <p><u>Kegiatan 4</u> Guru menampilkan beberapa contoh ekspresi yang biasa digunakan untuk memberikan dan merespon pujian.</p> <p><u>Kegiatan 7</u> Guru memutarakan rekaman dialog yang berhubungan dengan topik.</p>	<p>10'</p> <p>70'</p>

	<p><u>Kegiatan 8</u> Guru meminta siswa untuk mengisi blank spaces dalam dialog.</p> <p><u>Kegiatan 9</u> Guru meminta siswa untuk menjawab pertanyaan tentang dialog.</p> <p><u>Kegiatan 10</u> Guru menginstruksikan siswa untuk mencocokkan ekspresi-ekspresi pujian dengan situasi yang tepat.</p> <p><u>Kegiatan 11</u> Guru meminta siswa untuk memuji teman mereka sendiri dan merespon pujian yang mereka dapatkan.</p> <p><u>Kegiatan 12</u> Guru memberikan siswa contoh-contoh nouns dan adjectives.</p> <p><u>Kegiatan 13</u> Guru meminta siswa untuk mengerjakan latihan nouns dan adjectives.</p> <p><u>Kegiatan 14</u> Guru memberikan teks “Jakarta Fashion Week”</p> <p><u>Kegiatan 15</u> Guru mengajarkan bagaimana menggunakan teknik scanning.</p> <p><u>Kegiatan 16</u> Siswa berlatih menggunakan teknik scanning secara berpasangan.</p> <p><u>Kegiatan 17</u> Siswa menjawab pertanyaan bacaan secara individu.</p> <p>c. Kegiatan Akhir</p> <ul style="list-style-type: none"> - Guru mereview materi - Guru menanyakan siswa tentang kesan mereka terhadap proses pembelajaran - Guru memberikan siswa motivasi - Guru menutup pertemuan 	10'
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E. Sumber dan Bahan Pengajaran

- <http://english4knowledge.blogspot.com/2011/02/2-expression-used-for-giving.html>
- www.eslfast.com/.../smalltalk09.htm

- www.youtube.com
- fashionesedaily.com
- [English for Vocational Schools by Yiyis Krisnani](#)
- [Get Along with English by Etin Sutinah](#)
- [English Grammar in Use by Raymond Murphy](#)

F. Peran Guru dan Siswa

- a. Peran Siswa
 - Subjek dan anggota kelompok
- b. Peran Guru
 - Fasilitator dan pengamat

G. Setting

Pekerjaan individu dan kelompok

H. Penilaian

- a. Bentuk penilaian
 - Scanning questions
- b. Pedoman Penilaian

$$\text{Nilai} = \frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Jumlah skor maksimal}} \times 100$$

Teacher,

Yogyakarta, Maret 2013
Researcher,

Mimin Sukaesih, S.Pd.
NIP.

Umar Kusuma Hadi
NIM.07202241005

SMK PIRI 2 YOGYAKARTA
KELOMPOK PARIWISATA PROGRAM KEAHLIAN: TATA
BUSANA

Rencana Pelaksanaan Pembelajaran (RPP)
OPINION

Mata Pelajaran	: Bahasa Inggris
Kelasa/Semester	: XI/Genap
Pertemuan ke-	: 2
Alokasi Waktu	: 2x45 menit
KKM	: 75
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara level Elementary
Kompetensi Dasar	: 2.5.Mengungkapkan maksud hati
Indikator	: Di akhir pembelajaran, siswa diharapkan dapat: <ul style="list-style-type: none"> a. Memberi dan merespon pendapat (<i>jujur dan menghargai orang lain</i>) b. Secara aktif berlatih listening dan speaking (<i>giat dan disiplin</i>) c. Menggunakan teknik scanning (<i>disiplin dan teliti</i>) d. Memperoleh kata kunci dari bacaan (<i>disiplin dan teliti</i>) e. Mengidentifikasi adjectives, verbs, dan nouns (<i>disiplin dan teliti</i>)

A. Tujuan Pengajaran

- a. Terminal objectives
Siswa dapat memberikan dan merespon opini
- b. Enabling objectives
 - Siswa akan memahami dan memproduksi ekspresi-ekspresi dalam memberikan opini
 - Siswa akan membaca dan memahami artikel tentang Hana Tajima
 - Siswa akan mengidentifikasi adjectives, verbs, dan nouns

B. Materi dan Media Pengajaran

a. Materi Pengajaran

- Topik
I think it is cool.
- Fungsi Bahasa
- Menyampaikan pendapat
- Merespon pendapat
- Grammar
Nouns, verbs, dan adjectives
- Input teks
 - Percakapan
 - Artikel
- Strategi Membaca:
Scanning and questioning

b. Media Pengajaran

- Power point presentation
- LCD projector
- Gambar desainer dan rancangannya
- Kamus

C. Metode Pengajaran

Contextual Teaching-Learning

D. Langkah-langkah Pengajaran

No	Kegiatan	Alokasi Waktu
1	<p>a. Kegiatan Awal</p> <ul style="list-style-type: none"> - Guru menyapa siswa - Guru mengecek kehadiran siswa - Guru mereview materi sebelumnya - Guru menyampaikan tujuan pembelajaran <p>b. Kegiatan Inti</p> <p><u>Kegiatan 1</u> Guru memperlihatkan gambar Tex Saverio, desainer muda Indonesia.</p> <p><u>Kegiatan 2</u> Guru meminta siswa untuk memberikan pendapat mereka tentang Tex Saverio dan rancangan-rancangannya, baik dalam Bahasa Indonesia atau Bahasa Inggris.</p> <p><u>Kegiatan 3</u> Guru menyampaikan topik dan memberikan contoh bagaimana menyampaikan dan merespon pendapat.</p> <p><u>Kegiatan 4</u> Guru memberikan teks (percakapan) yang berhubungan dengan topik.</p> <p><u>Kegiatan 5</u> Guru meminta siswa untuk membaca percakapan dalam hati.</p> <p><u>Kegiatan 6</u> Guru meminta siswa untuk mencari ungkapan-ungkapan menyatakan dan merespon pendapat dari percakapan yang.</p> <p><u>Kegiatan 7</u> Guru meminta siswa untuk menggarisbawahi kata-kata yang belum mereka ketahui dan mencari artinya di kamus.</p>	<p>10'</p> <p>70'</p>

	<p><u>Kegiatan 8</u> Guru meminta siswa untuk menjawab pertanyaan bacaan.</p> <p><u>Kegiatan 9</u> Guru memberikan teks tentang Hana Tajima (seorang desainer muslimah muda dari New York)</p> <p><u>Kegiatan 10</u> Guru memberikan kata kunci dari teks (Hana Tajima)</p> <p><u>Kegiatan 11</u> Guru mengajarkan bagaimana menggunakan kamus.</p> <p><u>Kegiatan 12</u> Guru meminta siswa untuk mencari arti dari kata-kata dalam bacaan dengan menggunakan kamus secara berpasangan.</p> <p><u>Kegiatan 13</u> Guru meminta siswa untuk membaca teks tentang Hana Tajima dan menjawab pertanyaan secara individu.</p> <p>c. Kegiatan Akhir</p> <ul style="list-style-type: none"> - Guru mereview pelajaran - Guru memberikan timbal balik tentang kepada siswa - Guru menanyakan siswa tentang kesulitan-kesulitan - Guru memberikan motivasi - Guru menutup pertemuan 	10'
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E. Sumber dan Bahan Pengajaran

- www.topconversation.blogspot.com
- www.islamic-defenders.blogspot.com
- English for Vocational Schools by Yiyis Krisnani
- Get Along with English by Etin Sutinah
- English Grammar in Use by Raymond Murphy

F. Peran Guru dan Siswa

- a. Peran Siswa
 - Subjek dan anggota kelompok
- b. Peran Guru
 - Fasilitator dan pengamat

G.Setting

Kerja mandiri dan kelompok

H.Penilaian

- a. Bentuk penilaian
 - Scanning task
- b. Pedoman Penilaian

$$\text{Nilai} = \frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Jumlah skor maksimal}} \times 100$$

Teacher,

Yogyakarta, Maret 2013
Researcher,

Mimin Sukaesih, S.Pd.
NIP.

Umar Kusuma Hadi
NIM.07202241005

KELOMPOK PARIWISATA PROGRAM KEAHLIAN: TATA BUSANA

Rencana Pelaksanaan Pembelajaran (RPP) INSTRUCTION AND PROCEDURE

Mata Pelajaran	: Bahasa Inggris
Kelasa/Semester	: XI/Genap
Pertemuan ke-	: 3 dan 4
Alokasi Waktu	: 2x45 menit
KKM	: 75
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara level Elementary
Kompetensi Dasar	: 2.7.Memahami instruksi sederhana
Indikator	: Di akhir pembelajaran, siswa diharapkan dapat: <ul style="list-style-type: none"> a. Mengikuti instruksi atau prosedur dalam bahasa Inggris (<i>disiplin</i>) b. Mengidentifikasi conjunctions (<i>disiplin dan teliti</i>) c. Menganalisis dan membuat susunan kata (frasa) dengan benar (<i>teliti</i>)

A. Tujuan Pembelajaran

- a. Terminal objectives
Siswa dapat memahami dan mengikuti instruksi dengan baik.
- b. Enabling objectives
 - Siswa akan memahami instruksi dari teks.
 - Siswa akan mengidentifikasi konjungsi dari teks.
 - Siswa akan menganalisis susunan kata

B. Materi dan Media Pengajaran

a. Materi Pengajaran

- 1) Topik
Tell me how to make a good design
- 2) Fungsi Bahasa:
 - Menggambarkan proses
- 3) Grammar:
Cohesive devices (conjunctions), part of speech (verbs, nouns, and adjectives), prepositions, and simple present tense
- 4) Input Teks:
Recipe dan conversation
- 5) Strategi Membaca:
Scanning, guessing, using cohesive devices, and questioning

b. Media Pengajaran

- Power point presentation
- LCD

- Audio (songs “Everything at Once” and “You Rise Me Up”)
- Speaker
- Dictionaries

C. Metode Pengajaran

Contextual Teaching-Learning

D. Teaching-Learning Procedures

No	Kegiatan	Alokasi Waktu
1	<p>Pertemuan 1</p> <p>a. Kegiatan Awal</p> <ul style="list-style-type: none"> - Guru menyapa siswa - Guru mengecek kehadiran siswa - Guru mereview materi sebelumnya - Guru menyampaikan tujuan pembelajaran <p>b. Kegiatan Inti</p> <p><u>Kegiatan 1</u> Guru memperlihatkan contoh-contoh public signs</p> <p><u>Kegiatan 2</u> Guru meminta siswa untuk mencocokkan gambar (public signs) dengan instruksinya/maksudnya</p> <p><u>Kegiatan 3</u> Guru memberikan teks “How to start a copier machine”</p> <p><u>Kegiatan 4</u> Guru memberikan kata-kata kunci dari teks, seperti: plug in, turn on, turn off, press, start, button, dan lain-lain.</p> <p><u>Kegiatan 5</u> Guru memberikan contoh-contoh conjunctions (konjungsi) yang diambil dari teks: first, then, start, after that, dan lain-lain.</p> <p><u>Kegiatan 6</u> Guru meminta siswa untuk membaca dalam hati teks tentang proses membuat secangkir kopi secara berpasangan.</p> <p><u>Kegiatan 7</u> Guru meminta siswa untuk mengidentifikasi konjungsi dan menjawab pertanyaan tentang teks.</p> <p><u>Activity 8</u> Guru memainkan lagu “Everything at Once”</p> <p><u>Kegiatan 9</u></p>	<p>10’</p> <p>35’</p>

	<p>Guru meminta siswa untuk mengikuti lagu tersebut.</p> <p><u>Kegiatan 10</u> Guru meminta siswa untuk mengidentifikasi nouns dan adjectives dari lirik lagu tersebut secara individu.</p> <p>c. Kegiatan Akhir</p> <ul style="list-style-type: none"> - Guru mereview materi - Guru memberikan timbal balik - Guru memberikan motivasi - Guru menutup pertemuan 	10'
2	<p>Pertemuan 2</p> <p>a. Kegiatan Awal</p> <ul style="list-style-type: none"> - Guru menyapa siswa - Guru mengecek kehadiran siswa - Guru mereview materi sebelumnya - Guru menyampaikan tujuan pembelajaran <p>b. Kegiatan Inti</p> <p><u>Kegiatan 11</u> Guru memainkan game “Clapping Association” dengan para siswa dalam rangka mengingat kembali dan menambahkan pengetahuan siswa tentang nouns and adjectives</p> <p><u>Kegiatan 12</u> Guru mengajarkan secara kolektif bagaimana cara mengucapkan kata-kata</p> <p><u>Kegiatan 13</u> Guru meminta siswa untuk menemukan arti dari kata-kata yang belum mereka ketahui dengan menggunakan kamus.</p> <p><u>Kegiatan 14</u> Guru memberikan teks “How to Make Chocolate”</p> <p><u>Kegiatan 15</u> Guru memberikan kata-kata kunci, terutama kata kerja (verbs) dari teks tersebut, seperti: to make, to enter, to grow, to produce, to sort, etc.</p> <p><u>Kegiatan 17</u> Guru meminta siswa untuk membaca dalam hati teks tentang “How to Make Chocolate”</p> <p><u>Kegiatan 18</u> Guru memberikan contoh kata yang termasuk kategori: verbs, prepositions, and conjunctions</p>	<p>10'</p> <p>35'</p>

	<p><u>Kegiatan 19</u> Guru meminta siswa untuk mengidentifikasi ketiga jenis kata tersebut dari teks.</p> <p><u>Kegiatan 20</u> Guru meminta siswa untuk kembali membaca teks tentang “How to Make Chocolate”</p> <p><u>Kegiatan 21</u> Guru meminta siswa untuk menjawab pertanyaan yang berhubungan dengan teks.</p> <p><u>Kegiatan 22</u> Guru membagikan lirik dan memainkan lagu “You Rise Me Up”</p> <p><u>Kegiatan 23</u> Guru memberikan contoh Simple Present Tense yang diambil dari lirik teks.</p> <p><u>Kegiatan 24</u> Guru memberikan kesempatan kepada siswa untuk mencari contoh lain dari Simple Present Tense secara individu.</p> <p>c. Kegiatan Akhir</p> <ul style="list-style-type: none"> - Guru mereview materi - Guru memberikan feedback - Guru menanyakan kesan siswa terhadap pembelajaran - Guru memberikan motivasi - Guru menutup pertemuan 	10’
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E. Bahan dan Sumber

- www.wpclipart.com/signs_symbol
- English for Vocational Schools by Yiyis Krisnani
- www.azlyrics.com
- www.youtube.com
- English for Vocational Schools by Yiyis Krisnani
- Get Along with English by Etin Sutinah
- English Grammar in Use by Raymond Murphy

F. Peran Guru dan Siswa

- a. Peran Siswa
 - Subjek dan anggota kelompok
- b. Peran Guru
 - Fasilitator, model, dan pengamat

G. Setting

Kerja mandiri dan kelompok

H. Penilaian

- a. Bentuk penilaian
 - Sentence order task
 - Cloze task (rational deletion)
 - Picture-cued task

- b. Pedoman Penilaian

$$\text{Nilai} = \frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Jumlah skor maksimal}} \times 100$$

Teacher,

Yogyakarta, Maret 2013
Researcher,

Mimin Sukaesih, S.Pd.
NIP.

Umar Kusuma Hadi
NIM.07202241005

KELOMPOK PARIWISATA PROGRAM KEAHLIAN: TATA BUSANA

Rencana Pelaksanaan Pembelajaran (RPP) FACTS AND FIGURES

Mata Pelajaran	: Bahasa Inggris
Kelasa/Semester	: XI/Genap
Pertemuan ke-	: 5
Alokasi Waktu	: 2x45 menit
KKM	: 75
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara level Elementary
Kompetensi Dasar	: 2.5.Mengungkapkan maksud hati
Indikator	: Di akhir pembelajaran, siswa diharapkan dapat: <ul style="list-style-type: none"> a. Membaca profil berisi data/informasi seseorang atau sebuah negara (<i>teliti</i>) b.Mengidentifikasi kalimat dalam bentuk Past Tense (<i>teliti</i>)

A. Tujuan Pembelajaran

- a. Terminal objectives
Siswa dapat membaca profil yang berisi data sebuah negara atau seseorang.
- b. Enabling objectives
 - Siswa dapat membaca teks berbentuk angka.
 - Siswa dapat mengetahui arti-arti yang berkaitan dengan facts and figures.
 - Siswa dapat menjawab pertanyaan-pertanyaan yang berkaitan dengan facts and figures.

B. Materi dan Media Pengajaran

- a. Materi Pengajaran
 - Topik
Facts and figures
 - Input teks
 - Conversation
 - Table
 - Grammar
 - Simple Past Tense
 - Strategi Membaca:
Scanning and questioning
- b. Media Pengajaran
 - Tabel
 - Video
 - LCD projector
 - Audio and speaker
 - Handout
 - Power Point Presentation

C. Metode Pengajaran
Genre-Based Approach

D. Langkah-langkah Pembelajaran

No	Kegiatan	Alokasi Waktu
1	<p>a. Kegiatan Awal</p> <ul style="list-style-type: none"> - Guru menyapa siswa - Guru mengecek presensi siswa - Guru mereview materi sebelumnya - Guru menyampaikan tujuan pembelajaran <p>b. Kegiatan Inti</p> <p><u>Kegiatan 1</u> Guru memberikan teks bacaan berupa percakapan antara Sam dan Jane.</p> <p><u>Kegiatan 2</u> Siswa mendengarkan percakapan antara Sam dan Jane.</p> <p><u>Kegiatan 3</u> Siswa melengkapi bagian-bagian kalimat yang belum komplet.</p> <p><u>Kegiatan 4</u> Guru mendiskusikan kata-kata yang melengkapi kalimat yang rumpang.</p> <p><u>Kegiatan 5</u> Guru meminta siswa untuk membaca dan mencari arti kosakata yang diambil dari teks percakapan.</p> <p><u>Kegiatan 6</u> Guru memberikan contoh bagaimana mengucapkan kata-kata tersebut (pronunciation)</p> <p><u>Kegiatan 7</u> Guru meminta siswa untuk kembali membaca teks percakapan antara Sam dan Jane.</p> <p><u>Kegiatan 8</u> Siswa mengerjakan soal comprehension tentang teks percakapan.</p> <p><u>Kegiatan 9</u> Guru memutar video singkat yang menggambarkan Korea Selatan dan menanyakan siswa tentang pendapat mereka.</p>	<p>10'</p> <p>70'</p>

	<p><u>Kegiatan 11</u> Siswa mengamati tabel yang berisi informasi tentang Korea Selatan (Facts and Figures).</p> <p><u>Kegiatan 12</u> Guru memberikan pertanyaan seputar istilah-istilah yang terdapat dalam tabel tersebut.</p> <p><u>Kegiatan 13</u> Siswa mengerjakan soal comprehension tentang tabel tersebut.</p> <p><u>Kegiatan 14</u> Guru membahas jawaban dari pertanyaan comprehension.</p> <p><u>Kegiatan 16</u> Siswa mendiskusikan bersama-sama jawaban pertanyaan comprehension.</p> <p><u>Kegiatan 17</u> Siswa melengkapi kalimat dalam bentuk Past Tense secara individu.</p> <p>c. Kegiatan Akhir</p> <ul style="list-style-type: none"> - Guru mereview materi - Guru menanyakan siswa tentang kesan mereka terhadap proses pembelajaran - Guru memberikan siswa motivasi - Guru menutup pertemuan 	10'
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E. Sumber dan Bahan Pengajaran

- English for Vocational Schools by Yiyis Krisnani
- Get Along with English by Etin Sutinah
- English Grammar in Use by Raymond Murphy
- Percaya Diri Ngomong Bahasa Inggris dalam Sehari by Rianty Kuty Nurinda.

F. Peran Guru dan Siswa

- a. Peran Siswa
 - Subjek dan anggota kelompok
- b. Peran Guru
 - Fasilitator dan pengamat

G. Setting

Pekerjaan individu dan kelompok

H. Penilaian

- a. Bentuk penilaian
 - Scanning questions

b. Pedoman Penilaian

$$\text{Nilai} = \frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Jumlah skor maksimal}} \times 100$$

Teacher,

Yogyakarta, Maret 2013
Researcher,**Mimin Sukaesih, S.Pd.**
NIP.**Umar Kusuma Hadi**
NIM.07202241005

KELOMPOK PARIWISATA PROGRAM KEAHLIAN: TATA BUSANA

Rencana Pelaksanaan Pembelajaran (RPP) CONVINCING OTHERS

Mata Pelajaran	: Bahasa Inggris
Kelasa/Semester	: XI/Genap
Pertemuan ke-	: 6
Alokasi Waktu	: 2x45 menit
KKM	: 75
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara level Elementary
Kompetensi Dasar	: 2.5.Mengungkapkan maksud hati
Indikator	: Di akhir pembelajaran, siswa diharapkan dapat: <ul style="list-style-type: none"> a. Meyakinkan orang lain dalam Bahasa Inggris (<i>percaya diri, komitmen</i>) b.Membuat kalimat pasif (<i>teliti</i>)

A. Tujuan Pembelajaran

- a. Terminal objectives
Siswa dapat meyakinkan orang lain dalam Bahasa Inggris
- b. Enabling objectives
 - Siswa dapat membedakan antara nouns dan verbs.
 - Siswa dapat membuat kalimat pasif.

B. Materi dan Media Pengajaran

- a. Materi Pengajaran
 - Topik
I Assure You...
 - Input teks
 - Conversation
 - Grammar
 - Passive Voice
 - Verbs and Nouns
 - Strategi Membaca:
Scanning and skimming
- b. Media Pengajaran
 - Audio and speaker
 - Handout

C. Metode Pengajaran

Contextual Teaching-Learning

D. Langkah-langkah Pembelajaran

No	Kegiatan	Alokasi
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		Waktu
1	<p>a. Kegiatan Awal</p> <ul style="list-style-type: none"> - Guru menyapa siswa - Guru mengecek presensi siswa - Guru mereview materi sebelumnya - Guru menyampaikan tujuan pembelajaran <p>b. Kegiatan Inti</p> <p><u>Kegiatan 1</u> Guru melakukan pemanasan dengan berlatih kosakata (dari teks yang akan dibaca) yang mengandung verbs dan nouns.</p> <p><u>Kegiatan 2</u> Siswa mengidentifikasi jenis kata dari kosakata tersebut.</p> <p><u>Kegiatan 3</u> Siswa berlatih mengucapkan kata-kata yang telah diketuai arti dan jenisnya.</p> <p><u>Kegiatan 4</u> Siswa mendengarkan percakapan antara Sam dan Jane dengan topik Playing Football.</p> <p><u>Kegiatan 5</u> Siswa melengkapi kalimat rumpang.</p> <p><u>Kegiatan 6</u> Siswa membaca percakapan secara keseluruhan.</p> <p><u>Kegiatan 7</u> Siswa berlatih dialog melalui teks percakapan yang sudah dipelajari.</p> <p><u>Kegiatan 8</u> Siswa membaca kembali teks percakapan dan menjawab pertanyaan comprehension yang terkait dengan teks.</p> <p><u>Kegiatan 9</u> Siswa mempelajari bersama bagaimana membuat kalimat passive.</p> <p><u>Kegiatan 10</u> Siswa mengerjakan latihan membuat kalimat dalam bentuk pasif.</p> <p>c. Kegiatan Akhir</p> <ul style="list-style-type: none"> - Guru mereview materi - Guru menanyakan siswa tentang kesan mereka terhadap 	<p>10'</p> <p>70'</p> <p>10'</p>

	proses pembelajaran - Guru memberikan siswa motivasi - Guru menutup pertemuan	
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E. Sumber dan Bahan Pengajaran

- English for Vocational Schools by Yiyis Krisnani
- Get Along with English by Etin Sutinah
- English Grammar in Use by Raymond Murphy
- Percaya Diri Ngomong Bahasa Inggris dalam Sehari by Rianty Kutty Nurinda.

F. Peran Guru dan Siswa

- a. Peran Siswa
 - Subjek dan anggota kelompok
- b. Peran Guru
 - Fasilitator dan pengamat

G. Setting

Pekerjaan individu dan kelompok

H. Penilaian

- a. Bentuk penilaian
 - Scanning questions
- b. Pedoman Penilaian

Jumlah skor yang diperoleh siswa

$$\text{Nilai} = \frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Jumlah skor maksimal}} \times 100$$

Teacher,

Mimin Sukaesih, S.Pd.
NIP.

Yogyakarta, Maret 2013
Researcher,

Umar Kusuma Hadi
NIM.07202241005

KELOMPOK PARIWISATA PROGRAM KEAHLIAN: TATA BUSANA

Rencana Pelaksanaan Pembelajaran (RPP) INVITATION

Mata Pelajaran	: Bahasa Inggris
Kelasa/Semester	: XI/Genap
Pertemuan ke-	: 7
Alokasi Waktu	: 2x45 menit
KKM	: 75
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara level Elementary
Kompetensi Dasar	: 2.5.Mengungkapkan maksud hati
Indikator	: Di akhir pembelajaran, siswa diharapkan dapat: <ul style="list-style-type: none"> a. Mengundang orang lain dalam Bahasa Inggris (<i>percaya diri, komitmen, komunikatif</i>) b.Menggunakan prepositions dengan benar (<i>teliti</i>)

A. Tujuan Pembelajaran

- a. Terminal objectives
Siswa dapat mengundang orang lain dalam Bahasa Inggris
- b. Enabling objectives
 - Siswa dapat menggunakan ungkapan-ungkapan persuasive
 - Siswa dapat menggunakan prepositions dengan benar

B. Materi dan Media Pengajaran

- a. Materi Pengajaran
 - Topik
Invitation
 - Input teks
 - Conversation
 - Descriptive text
 - Grammar
 - Imperative sentence
 - Preposition
 - Strategi Membaca:
Scanning and skimming
- b. Media Pengajaran
 - Handout

C. Metode Pengajaran

Contextual Teaching-Learning

D. Langkah-langkah Pembelajaran

No	Kegiatan	Alokasi Waktu
1	<p>a. Kegiatan Awal</p> <ul style="list-style-type: none"> - Guru menyapa siswa - Guru mengecek presensi siswa - Guru mereview materi sebelumnya - Guru menyampaikan tujuan pembelajaran <p>b. Kegiatan Inti</p> <p><u>Kegiatan 1</u> Guru memberikan ilustrasi tentang invitation untuk mengarahkan siswa ke topic.</p> <p><u>Kegiatan 2</u> Guru memberikan contoh ungkapan-ungkapan invitation.</p> <p><u>Kegiatan 3</u> Siswa berlatih mengucapkan phrases of invitation.</p> <p><u>Kegiatan 4</u> Siswa mencari tahu arti dari kosakata yang menjadi kata kunci teks yang akan dibaca.</p> <p><u>Kegiatan 5</u> Siswa berlatih mengucapkan kosakata tersebut.</p> <p><u>Kegiatan 6</u> Siswa membaca teks.</p> <p><u>Kegiatan 7</u> Siswa menjawab pertanyaan comprehension tentang teks yang dibaca secara berpasangan.</p> <p><u>Kegiatan 8</u> Siswa mempelajari preposition bersama-sama.</p> <p><u>Kegiatan 10</u> Siswa mengerjakan latihan melengkapi teks (cloze task) yang berisi preposition.</p> <p>c. Kegiatan Akhir</p> <ul style="list-style-type: none"> - Guru mereview materi - Guru menanyakan siswa tentang kesan mereka terhadap proses pembelajaran - Guru memberikan siswa motivasi - Guru menutup pertemuan 	<p>10'</p> <p>70'</p> <p>10'</p>

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$$\text{Nilai} = \frac{\text{-----}}{\text{Jumlah skor maksimal}} \times 100$$

Teacher,

Mimin Sukaesih, S.Pd.
NIP.

Yogyakarta, April 2013
Researcher,

Umar Kusuma Hadi
NIM.07202241005

Activity 1

Listen to the recording and fill the blank spaces correctly.

- Noah : You look really (1) _____ today.
 Angel : (2) _____. I just got this outfit the other day.
 Noah : Really, where did you get it?
 Angel : I got it from Macy's.
 Noah : (3) _____.
 Angel : Thanks again. You look nice today, too.
 Noah : (4) _____. I just got these shoes today.
 Angel : Really? What kind of shoes are they?
 Noah : These are called All Star Chuck Taylors.
 Angel : (5) _____. How much did they cost?
 Noah : They were about forty dollars.
 Angel : I think I'm going to go buy myself a pair.



Answer the questions below based on the dialogue above.

1. How does Noah pay Angel compliment?
2. Where did Angel buy her outfit?
3. How Angel pay Noah compliment?
4. What is the brand of Noah's shoes?
5. How much did Noah's shoes cost?

Activity 2

Match the situation in the left side with suitable expressions in the right.

1. Your friend attends a party and he looks so tidy and nice.	a. Great for you, you have passed all the test.
2. Your friend makes a good design.	b. That's great, you won the pop song competition.
3. Your friend won singing competition.	c. Wow, wonderful. I really like your design.
4. Your friend wears beautiful dress.	d. You look handsome tonight.
5. Your friend has passed his school tests.	e. What a beautiful dress you wear.

Activity 3

Grammar and Vocabulary Activities: Adjectives and Nouns

Circle the nouns and write the adjectives down on white board.

beautiful, handsome, ugly, table, nice, soft,
 book, light, thick, heavy, good, bad, wrong,
 ticket, right, hot, window, cold, warm, fresh,
 jacket, rich, poor, big, tall, straight, hijab,
 curly, wavy, bald, street, sweet, salty, spicy,

Activity 4

Scanning Practice

Answer the questions based on the text below.

1. What was the name of the event?
2. When was the event been hold?
3. Where did the event take place?
4. How many designers who have participated in the event?
5. Who was the CEO of Femina Group?
6. How many designers from APPMI who have showcased their latest designs of Muslim attires? Who were they?
7. Who was the chairman of APPMI?

Muslim Fashion in the Jakarta Fashion Week

By Rizka Agustina

Muslim fashion is getting more and more interesting nowadays and Indonesian designers have potential creativity to develop the industry. Furthermore, Indonesia's rich culture and various materials play a big role too in creating Muslim fashion. Not to forget, ready to wear Muslim fashion is mushrooming. Because of all those reasons, **Jakarta Fashion Week** keeps Muslim fashion show on the list of its schedule according to **Svida Alisjahbana, CEO of Femina Group**. Around **40 designers**, including from **APPMI** (Indonesian Fashion Designers' Association) and **LPM** (Fashion Designer Contest that is held by Femina) showcased their collection in **Jakarta Fashion Week 2011/2012** that will be held on **November 12 – 18, 2011** in **Pacific Place**.



A brief look of Muslim fashion for the Jakarta Fashion Week was unveiled in the press conference. **Nine designers from APPMI** showed of their latest design of Muslim attires. They were **Dian Pelangi, Hannie Hananto, Irna Mutiara, Iva Lativah, Jeny Tjahyawati, Lia Afif, Merry Pramono, Najua Yanti** and **Nieta Hidayani**. Chairman of APPMI, **Taruna K. Kusmayadi** commented that Indonesia's Muslim fashion is now eligible to compete in international market. What's your comment about Indonesia's Muslim fashion today?

Activity 1



Read the conversation between Roni and Rina below and identify the expressions how to ask and give opinion.

- Roni : Hi, Rina. What are you reading?
 Rina : Hi, Roni. I'm reading a magazine. Look. Do you know this guy?
 Roni : Of course I know him. He is Tex Sevario, right?
 Rina : You are right. I love his beautiful and unique design for Lady Gaga. What's your opinion about him?
 Roni : In my opinion, he is a young talented and professional fashion designer. He also made some glamorous designs for other celebrities, like Kim Kadarshian, Jenifer Lawrence, and Anggun.
 Rina : Oh, dear. You know him so well.
 Rino : Sure. Don't you know that I am one of his fans?
 Rina : Really?
 Rino : Yes, dear.

Adapted from <http://topconversation.blogspot.com/2011/10/asking-and-giving-opinion-meminta-dan.html>

Answer the following questions based on the text above.

1. What is the profession of Text Saverio?
2. What is Roni's opinion about Tex Saverio?
3. Who are the celebrities who worn Tex's designs?
4. From the conversation does Roni like Tex Saverio design?

Activity 2

Hana Tajima Simpson is a Muslim **blogger lately** being discussed in **cyberspace**. Among the bloggers, the name of the Japanese-English **half bred** woman was known for her hijab styles which are casual and elegant. Hana loves the world of fashion since **childhood**. Now he works as a designer with a label Maysaa. Even her designs has ever been displayed on Vogue magazine.

Hana is a **convert**. She had **embraced** Islam about five years ago. She was **immediately put on** the hijab during the first day Islam. According to Hana, hijab is the identity for every Muslim woman. Hana wears it with **pride**. Not easy for a



Muslim woman who are living in western countries. **Discrimination** and **cynical outlook** have become **commonplace**. But she **determined to break** the perception of people about Islam with cool Islamic fashion designs.

Through her blog, StyleCovered, Hana **inspires** Muslim women from **various** countries, **including** Indonesia. She **keeps posting** interesting and creative wearing hijab tutorials. Hana is more **recognizable** as a fashion designer through Jenama Maysaa products. The products are **well known** for her 'layers' style. Through Jenama, Hana **tries to introduce** how to be **fashionably dressed**, but still in accordance with Islamic law.

Source: <http://islamic-defenders.blogspot.com/2013/02/hana-tajima-muallaf.html>

Activity 3

Odd One Out

You will see some words taken from the text about Hana Tajima. Underline one word that has no relation.

1. Blogger, cyberspace, various, half bred
2. childhood, convert, pride, well known
3. cynical, discrimination, outlook, perception
4. recognizable, embrace, put, determine
5. break, inspire, lately, include
6. immediately, keep, post, try, introduce

Activity 4

Answer the following questions based on the text above.

1. What is suitable title for the text above?
2. Who is Hana Tajima?
3. Has Hana embraced Islam since childhood?
4. What is Hana's opinion about hijab for Muslim women?
5. What does Hana do to break misconceptions about Islam?
6. What does Hana provide on her blog?
7. What is Hana's mission through her products?
8. What is your opinion about trend of fashionable hijab today?

Activity 1

Look at the signs below and match them with the meaning of the signs in the box.





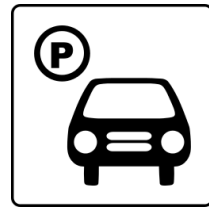












Toilet for men, baggage check, elevator, no dogs, car parking area, beauty salon, litter disposal

Activity 2

Read the dialogue, then answer the questions individually.

Nisa : How do you start the copier? I don't know how to use it. Do you know how to use it?

Kamal : **First**, turn it on. **Then**, press the button to start it.

Nisa : Could you show me, please?

Kamal : **First**, you plug in like this. **Then**, you turn it on like this. **After that**, you start it like this. That's all.

Nisa : It's simple. I'll try it.

Kamal : Please.

Nisa : Wow. It is working now. Thank you.

Kamal : You're welcome.

Activity 3

Read the process and answer the following questions.

First, fill the kettle with water. Then, boil the water. Place one tablespoon of coffee into a cup. Add sugar for the taste. You may place on two tablespoon or more based on your desire. After that, pour approximately 200 ml of boiled water into the cup. Then stir the coffee well. Don't forget to sip it. And finally serve it.

1. What is the best title of the text?
 - a. The materials to make coffee
 - b. How to make a cup of coffee
 - c. The ingredients in making a coffee
 - d. How to boil 200 ml of water
2. What should we do after we pour the boiled water into the cup?
 - a. Place on two spoon of sugar
 - b. Add tablespoon of coffee
 - c. Sip the coffee
 - d. Stir the coffee
3. How much of boiled water do we have to pour into the cup?
 - a. 100 ml
 - b. A spoon
 - c. 200 ml
 - d. a kettle

Activity 4

Listen and read the song below and write down the adjectives and nouns with their meaning inside the box.

Everything at Once

By Lenka

As sly as a fox, as strong as an ox
 As fast as a hare, as brave as a bear
 As free as a bird, as neat as a word
 As quiet as a mouse, as big as a house

All I wanna be, all I wanna be, oh
 All I wanna be is everything

As mean as a wolf, as sharp as a tooth
 As deep as a bite, as dark as the night
 As sweet as a song, as right as a wrong
 As long as a road, as ugly as a toad

As pretty as a picture hanging from a fixture
 Strong like a family, strong as I wanna be
 Bright as day, as light as play
 As hard as nails, as grand as a whale

All I wanna be oh, all I wanna be, oh
 All I wanna be is everything
 Everything at once
 Everything at once, oh
 Everything at once

adjectives

1.	=
2.	=
3.	=
4.	=
5.	=
6.	=
7.	=
8.	=
9.	=
10.	=
11.	=
12.	=
13.	=
14.	=
15.	=
16.	=
17.	=
18.	=
19.	=
20.	=

As warm as the sun, as silly as fun
As cool as a tree, as scary as the sea
As hot as fire, cold as ice
Sweet as sugar and everything nice

As old as time, as straight as a line
As royal as a queen, as buzzed as a bee
As stealth as a tiger, smooth as a glider
Pure as a melody, pure as I wanna be

All I wanna be oh, all I wanna be, oh
All I wanna be is everything
Everything at once

Activity 1

Clapping Association Game

Nouns

Things	: table, book, car, motorcycle, balloon, pencils, button, eraser, cake, TV, earth, sea, school
Animals	: cat, dog, horse, kangaroo, sheep, cow, bull, eagle, bird, fish, chicken
Fruits	: apple, guava, grape, orange, strawberry, melon, rambutan, pear
Places	: Sleman, Yogyakarta, Jakarta, Kuala Lumpur, Paris, Italia, Saudi Arabia

Adjectives

Smart, ugly, beautiful, difficult, hard, soft, thick, thin, long, tall, short, fat, slim, colorful, bright, dark, strong, weak, fast, slow, heavy, light, sweet, bitter, sour, salty, hot, loud, late.

Activity 2

Study these vocabulary and read the following text.

1. To Make = membuat
2. To Enter = masuk
3. To Call = menyebut atau memanggil
4. Tree = pohon
5. To grow = tumbuh
6. Equatorial = yang berhubungan dengan khatulistiwa
7. Place = tempat
8. To produce = menghasilkan
9. Bean = biji
10. To ferment = difermentasikan
11. To ship = dikirim
12. To roast = memanggang
13. To bring out = menghasilkan
14. Flavor = rasa
15. To sort = menyortir
16. Distinctive = berbeda
17. Mix = campuran
18. To winnow = memisahkan
19. Nib = nib
20. Contain = mengandung



How to Make Chocolate

Have you ever wondered how people make chocolate? In this article, we'll enter the amazing world of chocolate, so you can understand exactly what you are eating.

Chocolate starts with a tree called cacao tree. This tree grows in equatorial regions, especially in places such as South Africa, Africa, and Indonesia. The cacao tree produces a fruit about the size of a small pineapple. Inside the fruit are the tree's seeds, also known as cocoa beans.

The beans are fermented for about a week, dried in the sun and then shipped to a chocolate maker. The chocolate maker starts roasting the beans to bring out the flavor, so they are often sorted and blended to produce a distinctive mix. Next, the roasted beans are winnowed.

Winnowing removes the meat nib of the cacao bean from its shell. Then, the nibs are blended. The blended nibs are ground to make it liquid. It tastes bitter. All seeds contain some amounts of fat, and cacao beans are not different. However, cacao beans are half-fat, which is why the ground nibs form liquid. It's pure bitter chocolate.

1. What does the text talk about?
2. Where do the cacao trees grow?
3. What do cacao trees produce?
4. What are found inside the cacao fruit? And what are they called?
5. Why does a chocolate maker start by roasting the beans?
6. How long are the beans fermented?

Activity 3

Listen to the song (You Rise Me Up) and study the prepositions, conjunctions, and sentence order.

Activity 1

Listen to the conversation between Sam and Jane. Complete the missing words and answer the questions.

- Sam : Did you have fun last night?
 Jane : I had a great time. I went out with a friend to the movies.
 Sam : Who did you go with?
 Jane : I went with my best friend, Jessica.
 Sam : How long have you known Jessica?
 Jane : We have been friends since elementary school. We always hang out.
 Sam : That's nice. My best friend is Matt.
 Jane : How did you meet Matt?
 Sam : He is my neighbor. He lives next door.

(Quick English! Percaya Diri Ngomong Bahasa Inggris dalam Sehari by Rianty Kutty)

Study following vocabulary

Have fun	: Bersenang-senang	The movies	: Bioskop
Went out	: Kelua/pergi	Meet	: Bertemu
Hang out	: Berkumpul bersama/nongkrong	Neighbor	: Tetangga
Have a great time	: Asik sekali	Next door	: (di) Sebelah
Know	: Tahu/mengetahui		

- Who did Jane go with?
- Who is Jane's best friend?
- How long has Jane known Jessica?
- Who is Sam's best friend?
- Who is Matt?

Activity 2

Look at the table about South Korea below. Answer the following questions.

South Korea Facts and Figures

Capital City	Seoul
President	Park Geun-hye
Prime Minister	Chung Hong Won
Currency	Won
Major languages	Korean, English widely taught
Primary religions	Christian 26.3% (Protestant 19.7%, Roman Catholic 6.6%), Buddhist 23.2%, other or unknown 1.3%, none 49.3% (1995 census)
National holiday	Liberation Day, August 15
Literacy rate	98% (2003)

(www.infoplease.com)

- What is the table about?
 - Information about Korea
 - Advertisement about Korea
 - Political situation of Korea
 - Economic condition of Korea
- According to the table, what is the most embraced religion of Korean?
 - Christian
 - Catholic
 - Buddhist
 - None (atheist)

3. When did Korea get its liberty?
- | | |
|--------------|--------------|
| a. August 17 | c. August 15 |
| b. June 15 | d. August 16 |

Activity 3

Simple Past Tense

Examples:

Wolfgang Amadeus Mozart **was** an Austrian musician and composer. He **lived** from 1756 to 1791. He **started** composing at the age of five and **wrote** more than 600 pieces of music. He **was** only 35 years old when he **died**.

Patterns

S+V2

I	enjoyed
She	saw
They	went

Did+S+V1?

Did	you	enjoy?
	she	see?
	they	go?

S+did not/didn't+V1

I	did not or didn't	enjoyed
She		saw
They		went

Complete the sentences. Put the verb into the correct form.

- I _____ the concert last night. (enjoy)
- He didn't _____ me when I was busy yesterday. (disturb)
- I _____ my salary last week. (take)
- Did you _____ to the movies yesterday? (go)
- I didn't _____ well last night. I had a nightmare.
- Rina _____ her house last weekend. (clean)
- I _____ a plate of spaghetti this morning. (eat)
- I _____ a dress yesterday. (sew)
- Lily _____ a batik two days ago at Bringhardjo. (buy)
- I _____ how to draw a body last week. (study)

Take	= mengambil
Enjoy	= menikmati
Disturb	= mengganggu
Go	= pergi
Sleep	= tidur
Clean	= membersihkan
Eat	= makan/memakan
Sew	= menjahit
Buy	= membeli
Study	= belajar/mempelajari

MEETING 6

Activity 1

Study the following vocabulary.

(Be) going to	:	_____ ()	need	:	_____ ()
Join	:	_____ ()	try	:	_____ ()
Kick	:	_____ ()	score	:	_____ ()
Stop	:	_____ ()	goal	:	_____ ()
Run	:	_____ ()	do	:	_____ ()

Listen to the conversation between Sam and Jane. Complete the blanks with correct answers.

- Sam : My friends are (1) _____ play football, but we (2) _____ one more player.
Can you (3) _____ us?
- Jane : I don't know how to play.
- Sam : It's easy, you just (4) _____ and (5) _____ the ball into the goal to (6) _____ point.
- Jane : Is that all?
- Sam : You should (7) _____ the other team from kicking the ball into your (8) _____.
- Jane : I can try it.
- Sam : You can (9) _____ fast, I know you will (10) _____ well.

(Percaya Diri Ngomong Bahasa Inggris dalam Sehari by Ryanti Kutty Nurinda)

Answer the following questions.

1. Who does need one more player for football?
2. Does Jane know how to play football?
3. How does Sam convince Jane?
4. How does Sam teach Jane playing football?
5. Does Jane agree to join?

Activity 2

Learn some expression to convince others. Understand the meaning of each expression. Then, practice by saying them aloud.

1. I **assure** you, I can do this job well.
2. I **assure** you, I'm the right person to do the job.
3. I **believe** I am the only person who can finish this job on time.
4. I **know** you can do the job well.
5. It's easy.

(English for Vocational School by Yiyis Kurnia)

Activity 3

Study the pattern of Passive Voice and practice making it.

S+ to be (is/am/are/was/were) + Past participle (V3)	
Active	Passive
She sew the three designs . (past tense) S + V/P + Object	The three designs were sewn/sewed by her. Object → Subject + be + V3
He writes the letter . (simple present) S + V/P + O	The letter is written (by him) O → S + be + V3

Active	Passive
Nita eats three burgers . (simple present)	
Retno put the buttons. (past tense)	
Riana draws the designs. (simple present)	
Putri made the dress. (past tense)	
Dewi drinks a cup of tea. (simple present)	

MEETING 7

Activity 1

Study the following expressions with your teacher.

Expressions dealing with invitations.

If you want to invite someone, you can use some expressions below:

- Let's go.
- Let's pray.
- Would you like to come to my party?
- Would you like to have lunch with me?
- Would you like to go with me?

Use the expressions below to respond to an invitation:

- With pleasure.
- Of course.
- Sure.
- Certainly.
- I'm afraid I can't
- Sorry, I'm busy today.
- I'm sorry.

Activity 2

Make a short dialogue using the expressions of invitation in pairs. Practice with your partners.

1. Boni invites Bono to play football. Bono accepts Boni's invitations.

Boni :

Bono :

2. Sarah invites Marwah to have dinner at restaurant. Marwah declines Sarah's invitation.

Sarah :

Marwah :

3. Ghina invites Rafi to go to Prambanan. Rafi accepts Ghina's invitation.

Ghina :

Rafi :

Activity 3

Study the following vocabulary and practice to pronounce them correctly.

- | | | | | | |
|----------|---|-------|---------|---|-------|
| - Cinema | : | _____ | Busy | : | _____ |
| - Afraid | : | _____ | Lunch | : | _____ |
| - Hungry | : | _____ | Weekend | : | _____ |
| - Plan | : | _____ | Have | : | _____ |
| - Invite | : | _____ | Begin | : | _____ |
| - Accept | : | _____ | Decline | : | _____ |
| - Ask | : | _____ | Respond | : | _____ |

- On my nose
- I sat on the floor/on the ground/on a chair
- I put my books on the table.

Activity 5

Fill the blanks with correct prepositions.

Hi, my name is Retno Saraswati Nunggalsari Purnamawati. I am a student of a vocational school (1) ____ Yogyakarta city. I always wear hijab (2) ____ my head. I am now studying (3) ____ SMK PIRI 2 Yogyakarta. I am majoring in fashion. I am learning (4) ____ the classroom every day. I am sitting (5) ____ a chair. There is a white board (6) ____ the wall. There is also a fan (7) ____ the ceiling. You can find many sewing machines (8) ____ my classroom. My teacher's chair is (9) ____ the corner of the classroom. My teacher usually stands (10) ____ front of the class.

APPENDIX D: PHOTOGRAPHS

THE PHOTOGRAPHS



Picture 1: The students were reading the texts



Picture 2: I was teaching in front of the class



Picture 3: I was helping the students in doing the task



Picture 4: A student was writing down the words based on part of speech



Picture 5: Monitoring the students' works



Picture 6: The students, the teacher, and I

APPENDIX E:

LETTERS



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/2860/VI/4/2013

Membaca Surat : Kasubbag. Pendidikan FBS UNY

Nomor : 0332/UN.34.12/ DT/III/2013

Tanggal : 03 April 2013

Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : UMAR KUSUMA HADI

NIP/NIM : 07202241005

Alamat : KARANGMALANG, YOGYAKARTA

Judul : IMPROVING READING COMPREHENSION OF CLASS XI STUDENTS AT SMK PIRI 2
YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013 THROUGH INTENSIVE
READING

Lokasi : SMK PIRI 2 YOGYAKARTA Kota/Kab. KOTA YOGYAKARTA

Waktu : 03 April 2013 s/d 03 Juli 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 03 April 2013

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Kepala Biro Administrasi Pembangunan



Hendar Susilowati, SH

NIP. 19580120 198503 2 003

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta cq Dinas Perizinan
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Kasubbag Pendidikan FBS UNY
5. Yang Bersangkutan

**YAYASAN PERGURUAN ISLAM REPUBLIK INDONESIA****SMK PIRI 2 YOGYAKARTA****KELOMPOK PARIWISATA PROGRAM KEAHLIAN : TATA BUSANA****Status : TERAKREDITASI "A" SK. No. 12.01/BAP/X/2009****Jl. Kemuning No 14 Baciro Telp. (0274) 520643 Yogyakarta 55225 email smkpiri2@ymail.com**

SURAT KETERANGAN

No : 103/SMK/E.7/2013

Yang bertanda tangan dibawah ini :

Nama : Dra.SUMIYATI
NIP : 19581206 198602 2 001
Jabatan : Kepala Sekolah
Instansi : SMK PIRI 2 Yogyakarta

Dengan ini menerangkan bahwa :

Nama : UMAR KUSUMA HADI
NIM : 027202241005
Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta
Jurusan/Prodi : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di SMK PIRI 2 Yogyakarta pada bulan Maret – Mei 2013
dengan judul penelitian :

**"IMPROVING READING COMPREHENSION OF THE STUDENTS AT XI GRADE OF
SMK PIRI 2 YOGYAKARTA THROUGH INTENSIVE READING"**

Demikian Surat Keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.



Yogyakarta, 30 Mei 2013

Kepala Sekolah

Dra SUMIYATI

NIP. 19581206 198602 2 002



DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 562682

EMAIL : perizinan@jogjakota.go.id EMAIL INTRANET : perizinan@intra.jogjakota.go.id

SURAT IZIN

NOMOR : 070/0972
2416/34

- Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta
Nomor : 070/2860/V/4/2013 Tanggal : 03/04/2013
- Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijijinkan Kepada : Nama : UMAR KUSUMA HADI NO MHS / NIM : 07202241005
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta
Penanggungjawab : Prof. Suwarsih Madya, Ph.D.
Keperluan : Melakukan Penelitian dengan judul Proposal : IMPROVING READING COMPREHENSION OF CLASS XI STUDENTS AT SMK PIRI 2 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013 THROUGH INTENSIVE READING

Lokasi/Responden : Kota Yogyakarta
Waktu : 03/04/2013 Sampai 03/07/2013
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan
Pemegang Izin

UMAR KUSUMA HADI

Dikeluarkan di : Yogyakarta
pada Tanggal : 8-4-2013
Kepala Dinas Perizinan
Drs. HERI KARYAWAN
NIP. 19591114 198903 1 004

Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta(sebagai laporan)
2. Ka. Biro Administrasi Pembangunan Setda Prop. DIY
3. Ka. Dinas Pendidikan Kota Yogyakarta
4. Kepala SMK Piri 2 Yogyakarta
5. Ybs.